

Report on Government Services 2015

Volume B:
Child care,
education and
training

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for the Steering
Committee for the
Review of Government
Service Provision*

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Publications enquiries

The Productivity Commission acts as the Secretariat for the Steering Committee for the Review of Government Service Provision. This report and previous editions are available from the Productivity Commission website at www.pc.gov.au.

The Steering Committee welcomes enquiries and suggestions on the information contained in this report. Contact the Secretariat by phone: (03) 9653 2100 or email: gsp@pc.gov.au

Foreword

This year marks the twentieth edition of the Report on Government Services — a remarkable milestone for a unique report providing comparative information on the performance of a wide range of government services.

The Report was commissioned in 1993 by Heads of Government (now COAG), with the first report produced in 1995. A new terms of reference issued in 2010 emphasised the dual roles of the Report in improving service delivery, efficiency and performance, and increasing accountability to governments and the public.

Improving the equity and effectiveness of the services included in the Report can affect the community in significant ways. Some services form an important part of the social welfare system (for example, social housing and child protection services), some are provided to people with specific needs (for example, aged care and disability services), and others are typically used by each person in the community at some stage during their life (for example, education and training, health services and police and emergency services). Improving the efficiency of government services can also have economic pay-offs. Governments spent over \$184 billion on the services covered by this Report, representing about 69 per cent of general government expenditure in 2013-14, around 12 per cent of Australia's gross domestic product.

The development of the comprehensive Report we have today involved the dedication and hard work of many people over many years. I commend all governments for their long-term commitment to transparency and accountability. Few exercises that rely on cooperation and consensus across governments and departments continue to thrive over two decades — and it is particularly challenging to maintain government support for a report that is often used to criticise the performance of governments. I also acknowledge the contributions of the previous chairs of the Steering Committee, Bill Scales and Gary Banks, past and present Steering Committee and working group members, and the many staff of the Productivity Commission who provided Secretariat services over the years.

Peter Harris
Chairman

January 2015

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Steering Committee

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

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Ms Sam Reinhardt	Aust. Govt.	The Treasury
Ms Josephine Laduzko	Aust. Govt.	Department of the Prime Minister and Cabinet
Mr Rick Sondalini	NSW	NSW Treasury
Ms Michelle Dumazel	NSW	Department of Premier and Cabinet
Ms Katherine Whetton	Vic	Department of Premier and cabinet
Mr Jeremy Nott	Vic	Department of Treasury and Finance
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Ms Linda Weatherhead	NT	Department of the Chief Minister
Ms Tracey Scott	NT	Department of Treasury and Finance
Mr Peter Harper		Australian Bureau of Statistics
Mr David Kalisch		Australian Institute of Health & Welfare

People who also served on the Steering Committee during the production of this Report include:

Ms Madonna Morton	Aust. Govt.	Department of the Prime Minister and Cabinet
Mr Peter Robinson	Aust. Govt.	The Treasury
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Mr Craig Graham	NT	Department of Treasury and Finance
Mr Bruce Michael	NT	Department of Treasury and Finance

Acronyms and abbreviations

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

ACTAS	ACT Ambulance Service
ADL	activities of daily living
ADR	Alternative Dispute Resolution
AEDC	Australian Early Development Census
AEDI	Australian Early Development Index
AFAC	Australasian Fire and Emergency Services Authorities Council
AFP	Australian Federal Police
AGD	Attorney-General's Department
AGCCC	Australian Government Census of Child Care Services
AGCCPS	Australian Government Child Care Provider Survey
AGPAL	Australian General Practice Accreditation Limited
AGSRC	Average Government School Recurrent Costs
AHMAC	Australian Health Ministers' Advisory Council
AHMC	Australian Health Ministers' Conference
AHS	Australian Health Survey
AHV	Aboriginal Housing Victoria
AIC	Australian Institute of Criminology
AICTEC	Australian Information and Communications Technology Education Committee
AIFS	Australian Institute of Family Studies
AIHW	Australian Institute of Health and Welfare
AIJA	Australian Institute of Judicial Administration
AIPAR	Australian Institute for Population Ageing Research
AJJA	Australasian Juvenile Justice Administrators
ALLS	Adult Literacy and Life Skills

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

AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
BBF	Building a Better Future
BEACH	Bettering the Evaluation and Care of Health
BMI	Body Mass Index
CAA	Council of Ambulance Authorities
CACP	Community Aged Care Package
CAD	computer aided dispatch
CAEPR	Centre for Aboriginal Economic Policy Research
CALD	culturally and linguistically diverse
CAP	Conditional Adjustment Payment
CAP	Crisis Accommodation Program
Cat. no.	Catalogue number
CWG	Courts Working Group
CCB	Child Care Benefit
CCET	Child care, education and training
CCMS	Child Care Management System
CCR	Child Care Rebate
CDSMAC	Community and Disability Services Ministers' Advisory Council
CEaCS	Childhood Education and Care Survey
CEPS	Australian Research Council Centre of Excellence in Policing and Security
CFA	Country Fire Authority
CFCs	Child and Family Centres
CGC	Commonwealth Grants Commission

CGRIS	Coordinator-General for Remote Indigenous Services
CHDSMC	Community, Housing and Disability Services Ministers' Conference
CHIP	Community Housing and Infrastructure Program
CHOS	Canadian National Occupancy Standard
CI	confidence interval
CIS	Complaints Investigation Scheme
CISC	COAG Industry and Skills Council
CMHC	Community Mental Health Care
COAG	Council of Australian Governments
CPG	Court Practitioners Group
CPI	Consumer Price Index
CRA	Commonwealth Rent Assistance
CRC	COAG Reform Council
CR	Crude rate
CRS	Commonwealth Rehabilitation Services
CRS	Complaints Resolution Scheme
CRYPAR	Coordinated Response to Young People at Risk
CSASAW	Commonwealth-State Agreement for Skilling Australia's Workforce
CSHA	Commonwealth State Housing Agreement
CSIRO	Commonwealth Scientific and Industrial Research Organisation
CSMAC	Community Services Ministers' Advisory Council
CSTDA	Commonwealth State/Territory Disability Agreement
CURF	confidentialised unit record file

DACC	Defence Assistance to the Civil Community
DDHCS	Department of Disability, Housing and Community Services
DFD	Domestic Final Demand
DHAC	Department of Health and Aged Care
DHS	Department of Human Services
DHSH	Department of Human Services and Health
DIISRTE	Department of Industry, Innovation, Science, Research and Tertiary Education
DiRCS	Differences in Recorded Crime Statistics
DoCS	Department of Community Services (NSW)
DoHA	Department of Health and Ageing
DPIE	Department of Primary Industries and Energy
DPMPC	Data and Performance Measurement Principal Committee
DQI	data quality information
DSS	Department of Social Services
DVA	Department of Veterans' Affairs
EACH	Extended Aged Care at Home
EACH-D	EACH Dementia
ECEC	Early childhood education and care
ECEC NMDS	Early Childhood Education and Care National Minimum Data Set
ECG	electrocardiogram
EMWG	Emergency Management Working Group
ERP	estimated resident population
FaCS	Department of Family and Community Services

FaHCSIA	Department of Families, Housing, Community Services and Indigenous Affairs
FDC	family day care
FFR	Federal Financial Relations
FLAG	Flexible Learning Advisory Group
FSO	fire services organisation
FTE	full time equivalent
FWE	full time workload equivalent
FYA	Foundation for Young Australians
GDP	gross domestic product
GFS	Government Finance Statistics
GGFCE	General Government Final Consumption Expenditure
GP	general practitioner
GPII	General Practice Immunisation Incentives Scheme
GSAIG	Green Skills Agreement Implementation Group
GSP	gross state product
GSS	General Social Survey
GST	goods and services tax
HACC	Home and Community Care
HAF	Housing Affordability Fund
HDSC	Health Data Standards Committee
HECS	Higher Education Contribution Scheme
HELP	Higher Education Loan Program
HHWR	Hospitals and Health Workforce Reform
HILDA	Household Income and Labour Dynamic Australia
HIP	Home Independence Project

HMAC	Housing Ministers' Advisory Council
HOIST	New South Wales Population Health Survey 2007
HoTS	Heads of Treasuries
HREOC	Human Rights and Equal Opportunity Commission
HRSCEET	House of Representatives Standing Committee on Employment, Education and Training
IAEA	International Association for Educational Assessment
ICD	International Classification of Diseases
ICD-10-AM	Australian modification of the International Standard Classification of Diseases and Related Health Problems, version 10
ICILS	International Computer and Information Literacy Study
ICH	Indigenous community housing
ICHO	Indigenous Community Housing Organisation
ICT	information and communication technologies
IEA	International Association for the Evaluation of Educational Achievement
IER	Indigenous Expenditure Report
IGA	Intergovernmental Agreement
IMR	Infant mortality rate
IPD	Implicit Price Deflator
IPS	Independent Public Schools (WA)
IRG	Independent Reference Group
IRSD	Index of Relative Socio-economic Disadvantage
ISO	International Organisation for Standardisation
ISA	Insurance Statistics Australia
ISS	Inclusion Support Subsidy

ISSR	Institute for Social Science Research
JCIE	Joint Committee on International Education
JJ NMDS	Juvenile Justice National Minimum Data Set
JJ RIG	Juvenile Justice Research and Information Group
K10	Kessler Psychological Distress Scale
KPIs	key performance indicators
LBOTE	Language background other than English
LCCSC	Law, Crime and Community Safety Council
LCL	lower confidence limit
LDC	long day care
LFS	Labour Force Survey
LGCSA	Local Government Community Services Association of Australia
LMO	local medical officer
LOTE	Language other than English
LSOP	Long Stay Older Patients
LSAC	Longitudinal Study of Australian Children
LSAY	Longitudinal Surveys of Australian Youth
MBI	Modified Barthel Index
MBS	Medicare Benefits Schedule
MCATSIA	Ministerial Council on Aboriginal and Torres Strait Islander Affairs
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCFFR	Ministerial Council on Federal Financial Relations

MCTEE	Ministerial Council of Tertiary Education and Employment
MFS	Metropolitan Fire Service
MHE	Mental Health Establishments
MHS	mental health services
MPS	Multi-Purpose Services
NA	National Agreement
na	not available
NAHA	National Affordable Housing Agreement
NAP	National Assessment Program
NAPLAN	National Assessment Program — Literacy and Numeracy
NASWD	National Agreement for Skills and Workforce Development
NATESE	National Advisory for Tertiary Education, Skills and Employment
NMVTRC	National Motor Vehicle Theft Reduction Council
NATSISS	National Aboriginal and Torres Strait Islander Social Survey
NCAG	National Corrections Advisory Group
NCCH	National Centre for Classification in Health
NCIRS	National Centre for Immunisation Research and Surveillance of Vaccine Preventable Diseases
NCJSF	National Criminal Justice Statistical Framework
NCPASS group	National Child Protection and Support Services data working group
NCSIMG	National Community Services Information Management Group
NCVER	National Centre for Vocational Education Research
NDA	National Disability Agreement
NDIA	National Disability Insurance Agency

NDIS	National Disability Insurance Scheme
NEA	National Education Agreement
NEAT	Department of Natural Resources Environment and the Arts
NECECC	National Early Childhood Education and Care Collection
NECECWC	National Early Childhood Education and Care Workforce Census
NESB	non-English speaking background
NGOs	non-government organisations
NHA	National Healthcare Agreement
NHMP	National Homicide Monitoring Program
NHMRC	National Health and Medical Research Council
NHPAC	National Health Priority Action Council
NHPC	National Health Performance Committee
NHRA	National Health Reform Agreement
NHS	National Health Survey
NIA ECEC	National Information Agreement on Early Childhood Education and Care
NIDP	National Information Development Plan
NIHEC	National Indigenous Health Equality Council
NIRA	National Indigenous Reform Agreement
NISC	National Industry Skills Committee
NMDS	national minimum data set
NMHS	National Mental Health Strategy
NMS	National Minimum Standard
NNDS	National Notifiable Diseases Surveillance System

no.	number
NOOSR	National Office of Overseas Skills Recognition
NP	National Partnership
np	not published
NPAs	National Partnership Agreements
NPMC	Navigation Projects Management Committee
NQAITS	National Quality Agenda Information Technology System
NQF	National Quality Framework
NQS	National Quality Standard
NRCP	National Respite for Carers Program
NRF	National Reporting Framework
NRSS	National Road Safety Strategy
NSCSP	National Survey of Community Satisfaction with Policing
NSOC	National Senior Officials Committee
NSPS	National Security and Preparedness Survey
NSSC	National Schools Statistics Collection
NSSC	National Skills Standards Council
NSMHS	National Standards for Mental Health Services
NSW RFS	New South Wales Rural Fire Service
NSW	New South Wales
NT	Northern Territory
NTCET	Northern Territory Certificate of Education and Training
NTES	National Territory Emergency Services
NVEAC	National VET Equity Advisory Council
NYPR	National Youth Participation Requirement

OCYFS	Office for Children, Youth and Family Support (ACT)
OECD	Organisation for Economic Co-operation and Development
OID	Overcoming Indigenous Disadvantage
OMP	other medical practitioner
OSHC	outside school hours care
OSR	Online services report
PBS	Pharmaceutical Benefits Scheme
PC	Productivity Commission
PDF	Portable Document Format
PDWG	Performance and Data Working Group
PEP	Personal Enablement Program
PES	Post Enumeration Survey
PhARIA	Pharmacy Access/Remoteness Index of Australia
PIAAC	Programme for the International Assessment of Adult Competencies
PIF	performance indicator framework
PIP	Practice Incentives Program
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PKI	Public Key Infrastructure
PSM	ABS Population Survey Monitor
PSTRE	Problem solving in technology-rich environments
PWI	personal wellbeing index
QE	Qualification Equivalents
QFRS	Queensland Fire and Rescue Service
QFES	Queensland Fire and Emergency Service

QIAS	Quality Improvement and Accreditation System
Qld	Queensland
QMF	Quality Management Framework
RACGP	Royal Australian College of General Practitioners
RCS	resident classification scale
Report	Report on Government Services
RISS	Remote and Indigenous Service Support
ROSC	return of spontaneous circulation
RPBS	Repatriation Pharmaceutical Benefits Scheme
RPL	recognition of prior learning
RRMA	Rural, Remote and Metropolitan Areas
RSE	relative standard error
RTO	Registered Training Organisation
SA	South Australia
SAAP	Supported Accommodation Assistance Program
SAAS	SA Ambulance Service
SCCHDS	Standing Council on Community, Housing and Disability Services
SCDC	Strategic Cross Sectoral Data Committee
SCOTESE	Standing Council on Tertiary Education, Skills and Employment
SCRCSPP	Steering Committee for the Review of Commonwealth/State Service Provision
SCRGSP	Steering Committee for the Review of Government Service Provision
SCSEEC	Standing Council for School Education and Early Childhood

SDAC	Survey of Disability, Ageing and Carers
SE	standard error
SEIFA	Socio Economic Indexes for Areas
SEM	standard error of the mean
SES	socioeconomic status
SES	State and Territory Emergency Services
SEW	Survey of Education and Work
SHSC	Specialist Homelessness Services collection
SIQ	standard Indigenous question
SLA	statistical local area
SMHWB	National Survey of Mental Health and Wellbeing
SMR	standardised mortality ratios
SOMIH	State-owned and managed Indigenous housing
SPP	specific purpose payment or special purpose payment
SPRC	Social Policy Research Centre
SSAT	Social Security Appeals Tribunal
SWPE	standardised whole patient equivalent
TAC	Training Accreditation Council
TAFE	technical and further education
Tas	Tasmania
TAS	Tasmanian Ambulance Service
TCP	Transition Care Program
TEQSA	Tertiary Education Quality Standards Agency
TFS	Tasmania Fire Service
TGR	total growth rate

The Report	The Report on Government Services
TIMSS	Trends in International Mathematics and Science Study
UCC	user cost of capital
UCL	upper confidence limit
UK	United Kingdom
URTI	upper respiratory tract infection
USA	United States of America
U-Turn	U-Turn diversionary program for young motor vehicle offenders
VCAT	Victorian Civil and Administrative Tribunal
VET	vocational education and training
VF	ventricular fibrillation
VHC	Veterans' Home Care
Vic	Victoria
VRQA	Victorian Registration Quality Authority
VT	ventricular tachycardia
WA	Western Australia
WSDPC	Workforce Development Supply and Demand Principal Committee
WGIR	Working Group on Indigenous Reform
WHO	World Health Organisation
YAT	Youth Attainment and Transitions
YBFS	Year before full time schooling
YPIRAC	Younger people in residential aged care

Glossary

Access	Measures how easily the community can obtain a delivered service (output).
Appropriateness	Measures how well services meet client needs and also seeks to identify the extent of any underservicing or overservicing.
Comparability	Data are considered comparable if, (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
Completeness	Data are considered complete if all required data are available for all jurisdictions that provide the service.
Constant prices	See ‘real dollars’.
Cost effectiveness	Measures how well inputs (such as employees, cars and computers) are converted into outcomes for individual clients or the community. Cost effectiveness is expressed as a ratio of inputs to outcomes. For example, cost per life year saved is a cost effectiveness indicator reflecting the ratio of expenditure on breast cancer detection and management services (including mammographic screening services, primary care, chemotherapy, surgery and other forms of care) to the number of women’s lives that are saved.
Current prices	See ‘nominal dollars’.
Descriptors	Descriptive statistics included in the Report that relate, for example, to the size of the service system, funding arrangements, client mix and the environment within which government services are delivered. These data are provided to highlight and make more transparent the differences among jurisdictions.
Effectiveness	Reflects how well the outputs of a service achieve the stated objectives of that service (also see program effectiveness).

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

Technical
efficiency

A measure of how well inputs (such as employees, cars and computers) are converted into service outputs (such as hospital separations, education classes or residential aged care places). Technical efficiency reflects the ratio of outputs to inputs. It is affected by the size of operations and by managerial practices. There is scope to improve technical efficiency if there is potential to increase the quantity of outputs produced from given quantities of inputs, or if there is potential to reduce the quantities of inputs used in producing a certain quantity of outputs.

Unit costs

Measures average cost, expressed as the level of inputs per unit of output. This is an indicator of efficiency.

Terms of Reference

The Report on Government Services

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

B Child care, education and training sector overview

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Attachment tables

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

B.1 Introduction

This sector overview provides an introduction to the Child care, education and training (CCET) chapters of this Report: Early childhood education and care (ECEC) (chapter 3), School education (chapter 4) and Vocational education and training (VET) (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 CCET sector. In 2008, the importance of early childhood

development and education and training was formally acknowledged when Council of Australian Governments (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 VET system that delivers a more productive and highly skilled workforce, enabling all working age Australians 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 is also a range of State and Territory based policy initiatives across the CCET 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 Universal Access to Early Childhood Education* (NP UAECE) for the period July 2013 to December 2014, supporting 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 is implemented via the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
 - national workforce initiatives to improve the quality and supply for the early childhood education and care (ECEC) 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 performance indicators
- 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 Aboriginal and Torres Strait Islander 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
 - The National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now
 - 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
 - The National Partnership Agreement on Skills Reform.

Further information on Council of Australian Governments (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, 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 ECEC 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 (CCET) is detailed in box B.2. This sector overview includes information on the broader sector, including higher education.

Box B.2 Scope of the CCET sector service level chapters

The ECEC 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 Vocational education and training (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 or 5 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 2013 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

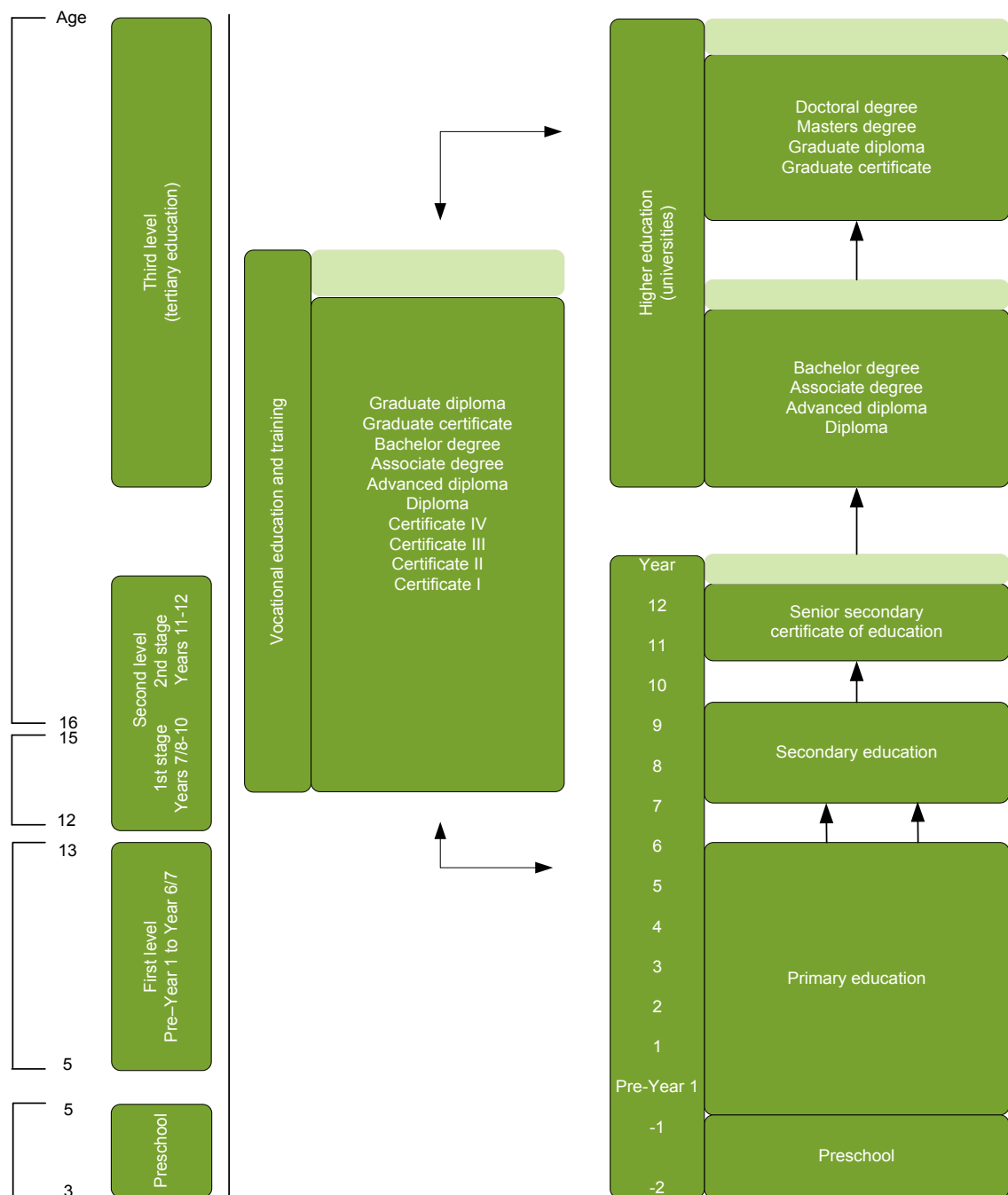
approved equivalent) until they complete year 10 (see section 4.1 of the School education chapter for more details).

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.3 Outline of the Australian education and training system^{a, b}



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 vocational education and training (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.4 Government roles and responsibilities in the CCET sector

ECEC

Responsibility for child care and preschool is shared between the Australian Government and State and Territory governments. The Australian Government has policy responsibility for child care (including long day care, family day care, outside school hours care, vacation care, in home care and some occasional care). It administers a fee subsidy (Child Care Benefit [CCB]), an out-of-pocket subsidy (Child Care Rebate) and provides some funding to CCB approved services and Budget Based Funded services. It also oversees quality accreditation systems and supports specialised preschool programs for Aboriginal and Torres Strait Islander children.

Preschool services are delivered using a variety of funding and delivery models. State and Territory governments are responsible for the policy and funding of preschool services and some occasional care centres, with some governments also contributing financially to outside school hours care, long day care and other such services. State and Territory governments are responsible for regulating services under the NQF and licensing or registering ECEC services not approved under the NQF.

Strategic direction for ECEC is provided through the Education Council (formerly 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.

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

(Continued next page)

Box B.4 (continued)

reporting on educational outcomes.

Strategic direction for school education is also provided through the Education Council.

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* (NEA). Other payments are made directly to school communities, students and other organisations to support schooling (COAG 2008a).

VET

Strategic direction for VET is provided through the COAG Industry and Skills Council on national policy, strategy priorities, goals and objectives, in partnership with industry and private training providers. Outcomes are monitored through the *National Agreement for 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 CCET

There is a distinction between the number of places provided in child 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 the March quarter 2014, 1.1 million children aged 12 years or younger attended Australian Government Child Care Benefit (CCB) approved child care services (table 3A.8). For jurisdictions who could report child care usage data there were 5380 children attending State and Territory funded and/or provided child care services in 2013-14 (table 3A.10). In 2013, 44 996 children aged 3 years were enrolled in a preschool program. There were 239 663 children aged 4 years and 48 387 children aged 5 years enrolled in a preschool program. Overall, 272 810 children aged 4 and 5 years 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 2013, there were 3.6 million full time school students and 20 914 part time students attending 9393 schools in Australia, comprising 2.4 million students (full time and part time) attending 6661 government schools and 1.3 million students (full time and part time) attending 2732 non-government schools (tables 4A.1–3).

Of the approximately 1.9 million people who were reported as participating in publicly funded VET programs¹ in 2013 (323 500 full time), 1.5 million students (79.2 per cent) were government funded (NCVER 2014a). The remaining 390 900 students participated on a fee-for-service basis as domestic students (19.2 per cent of all VET students) or were international students (1.6 per cent of all VET students). In 2013, government funded students completed over 460.1 million hours at 25 027 registered training organisation (RTO) delivery locations across Australia (that is, technical and further education [TAFE], government funded locations and the locations of all other RTOs including private providers that receive government funding for VET delivery) (tables 5A.3 and 5A.4). In 2013, there were 2094 RTOs receiving government funding, which includes training activity funded under the NASWD (table 5A.3). These services are in scope for this Report (tables 5A.3-4). Other RTOs provide services that are beyond the scope of the national VET provider collection and this Report. In total, in 2013, there were more than 4700 RTOs in Australia (Department of Industry 2013).

There were 1.3 million students enrolled at all higher education providers in 2013. This comprised 985 117 domestic students and 328 659 international student enrolments. The majority of students (1 235 392 students) were enrolled at public universities, while 78 384 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 (Australian Government Department of Education 2014a).

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

¹ Publicly funded programs include government funded training, and fee-for-service training provided by TAFE, other government and community providers – see figure 5.1).

Government expenditure on CCET

The Australian, State and Territory governments fund government and non-government providers to deliver child care, preschool education, 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.

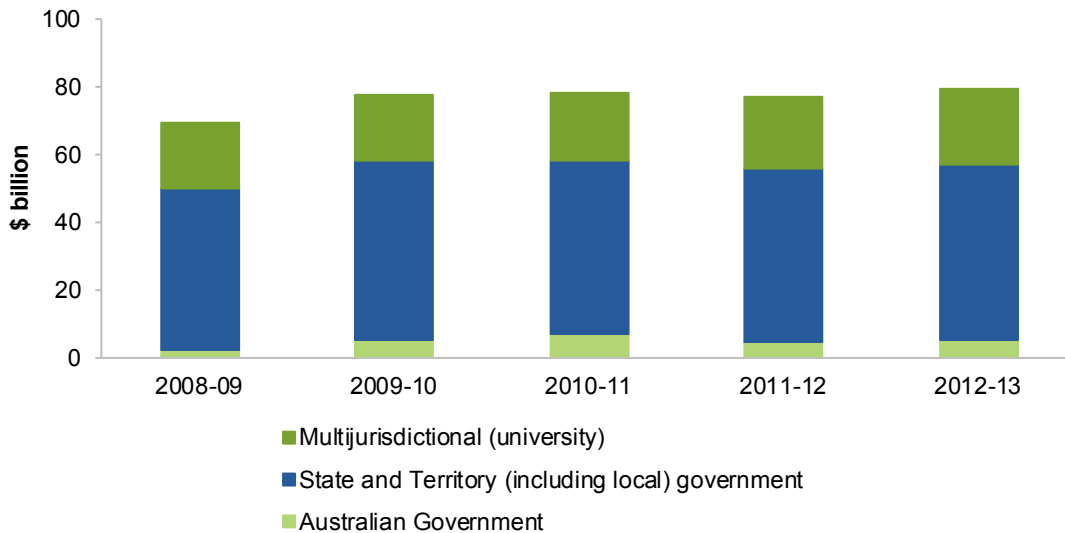
Government Finance Statistics (GFS) data from the Australian Bureau of Statistics (ABS) are used in this section for all CCET services with the exception of child care services (GFS data are not separately available for child care). Child care expenditure data are sourced from the ECEC chapter in this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

In 2012-13, total government operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$79.6 billion for all governments. This was equivalent to 5.2 per cent of gross domestic product (GDP) in that year (figure B.1; table BA.2 and ABS 2014).

In 2012-13, total recurrent expenditure for child care services was \$5.5 billion. This was equivalent to 0.4 per cent of GDP in that year (table BA.1 and ABS 2014).

In 2012-13, operating expenditure net of transfers (payments between different levels of government) for preschool, school education, VET and higher education was \$5.0 billion for the Australian Government, \$52.2 billion for State, Territory and local government and \$22.3 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 (2012-13 dollars)^{a, b, c}



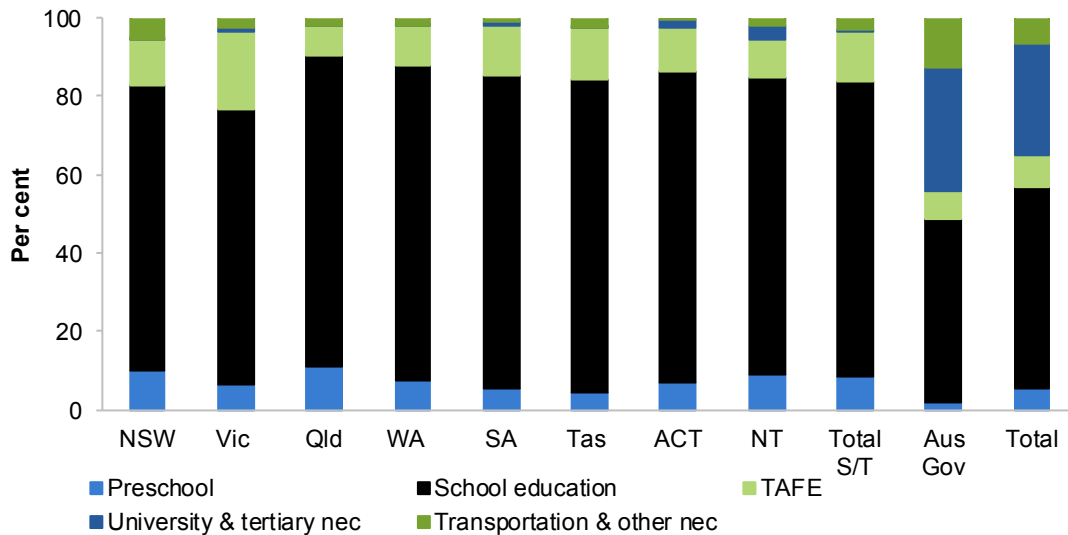
^a Based on accrual operating expenses for education. ^b Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. ^c Excludes expenditure on child care services.

Source: ABS (2014 and unpublished) *Government Finance Statistics, Education*, 2012-13, Cat. no. 5518.0.55.001; table BA.2; table 2A.51.

Of the combined \$79.6 billion total government expenditure on CCET in 2012-13 (excluding child care), schools accounted for the highest proportion (51.1 per cent), followed by universities (28.0 per cent), TAFE institutes (8.5 per cent) and preschool services (5.6 per cent) (figure B.2). In 2012-13:

- for Australian Government expenditure, school education (primary and secondary) received the largest proportion of expenditure (46.9 per cent), universities received 31.5 per cent, TAFE received 7.0 per cent, preschool services (including education not definable by level) received 1.6 per cent, and other education received 12.8 per cent
- for State and Territory government expenditure, school education (primary and secondary) received the largest proportion (75.4 per cent), TAFE received 12.5 per cent, preschool services (including education not definable by level) received 8.5 per cent, and transportation of students and other education received 3.1 per cent (figure B.2).

Figure B.2 **Government expenditure on education and training, 2012-13**
a, b, c



nec = Not elsewhere classified. ^a Expenditure for technical and further education (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 (2014) *Government Finance Statistics, Education, 2012-13*. 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 CCB approved child care services (table 3A.36).² There were 36 283 staff employed in State and Territory government funded and/or provided preschool services in 2013-14, 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 134 913 full time equivalent teaching staff in 2013, and government secondary schools employed 99 081 full time equivalent teaching staff (table 4A.1). Non-government primary schools employed 58 465 full time equivalent teaching staff in 2013 and non-government secondary schools employed 75 897 full time equivalent teaching staff (table 4A.2).

² Data are not available for the majority of jurisdictions for primary contact staff employed by State and Territory government funded and/or provided child care. Available data are provided in the attachment tables to the Early childhood education and care chapter (chapter 3).

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 51 414 academic staff employed at Australian universities in 2012. In addition, there were 64 387 non-academic staff (non-teaching or non-research) employed by Australian universities in 2012 (Australian Government Department of Education 2014b).

Social and economic impacts of education and training

Benefits of education and training

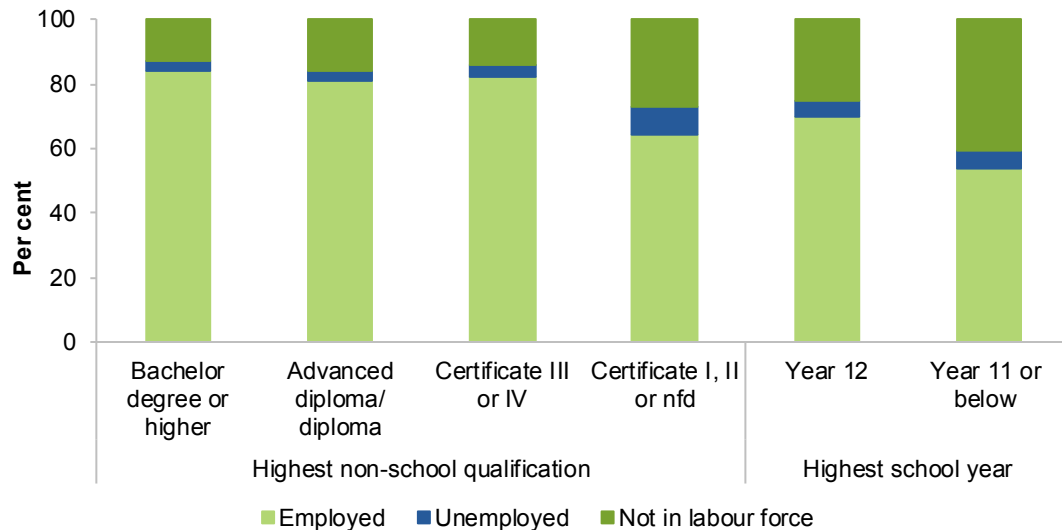
A rich learning environment at home has been shown to assist children in reaching cognitive development milestones, improving reading, vocabulary, general information and letter recognition skills — all factors that contribute to school readiness and therefore flow through to educational attainment later in life (AIHW 2011). Participation in formal ECEC 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 2008; OECD 2013).

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

As outlined above, an individual’s level of educational attainment can affect their employment status. In 2013, 81.5 per cent of 15–64 year olds with a non-school qualification were employed (table BA.5). Higher education levels are associated with higher employment levels. In 2013, people whose highest non-school qualification was a bachelor degree or higher were most likely to be employed (84.3 per cent), while people who had not completed secondary school were the least likely to be employed (54.2 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 for 15–64 year olds by labour force status, 2013^{a, b, c}**



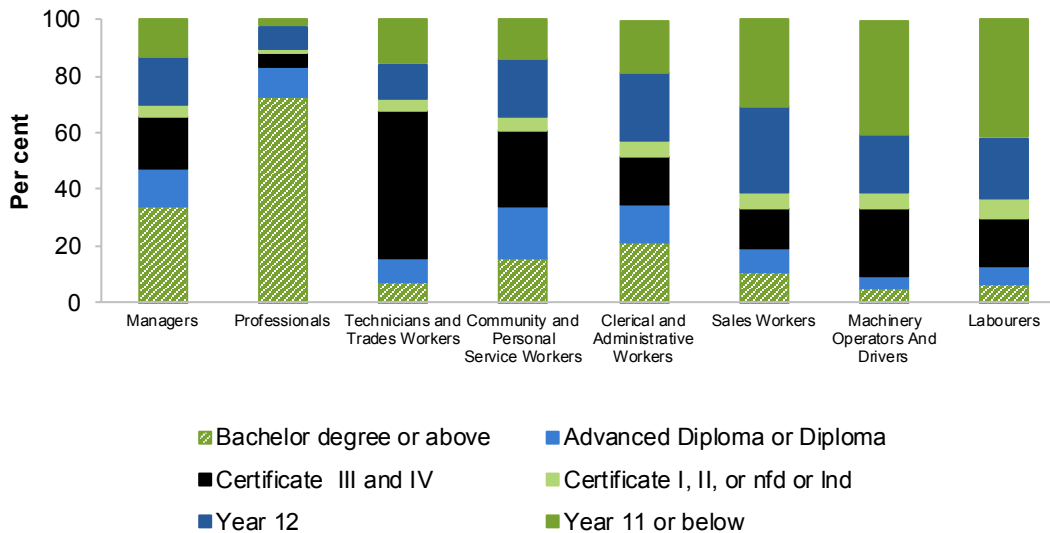
nfd = Not further defined. ^a The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12). ^b The denominator for the proportion of people with a non-school qualification is the level of education 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 (SEW) is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas.

Source: ABS (Derived from 2013) *Education and Work, Australia, May 2013*, Cat. no. 6227.0; table BA.5.

Levels of qualifications are also associated with types of occupation. In 2013:

- 73.2 per cent of 15–64 year olds employed as professionals had completed a bachelor or higher degree as their level of highest non-school qualification
- 51.9 per cent of 15–64 year old technicians and trade workers had completed a Certificate III or IV as their highest level of non-school qualification
- 61.0 per cent of 15–64 year olds employed as sales workers, 60.4 per cent of machinery operators and drivers, and 63.0 per cent of labourers did not have a non-school qualification (figure B.4).

Figure B.4 Occupation of 15–64 year old employed people by level of highest non-school qualification or school year completed for those without a non-school qualification, 2013^{a, b}



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

Source: ABS (unpublished TableBuilder), *Education and Work, Australia, May 2013*, 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 2008).

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 Aboriginal and Torres Strait Islander families to government-approved child care services in Australia identifies the following key barriers to engagement with child care services: lack of available child care places (including the availability of what families consider to be culturally appropriate services), lack of transport to child care services, affordability of child care (including uncertainty about government subsidies), and at times, limited understanding of the potential benefits of child care for development in the early years and the role of child care 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 (SES) 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 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 the National Assessment Program – Literacy and Numeracy (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.

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.

Aboriginal and Torres Strait Islander 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, Aboriginal and Torres Strait Islander-specific reasons for non-attendance in school education have been proposed. These Aboriginal and Torres Strait Islander-specific issues relate to a lack of recognition by schools of Aboriginal and Torres Strait Islander culture and history, failure to engage fully with parents and carers of Aboriginal and Torres Strait Islander children and the Aboriginal and Torres Strait Islander community, and ongoing disadvantage in many areas of the daily lives of Aboriginal and Torres Strait Islander Australians (AIHW 2010).

Research has also explored the relationship between educational aspirations and educational outcomes and the factors affecting the educational aspirations of young Australians. Using the *Longitudinal Surveys of Australian Youth* (LSAY), the National Centre for Vocational Education Research (NCVER) (2014b) found that educational aspirations have a substantial effect on educational outcomes and that aspirations appear to have a similar effect on outcomes regardless of SES and Indigenous status. In addition, NCVER found that parental influences and peer plans were particularly important drivers of young people's educational aspirations and choices. Students whose parents wanted them to attend university had occupational aspirations that were significantly higher than those students whose parents had no university expectations for them (NCVER 2014c).

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 ECEC, school education, VET and higher education service areas are detailed in box B.5.

Box B.5 Objectives of the CCET sector

The objectives for ECEC (box 3.4) 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 4.2), 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 Aboriginal and Torres Strait Islander 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 NP UAECE, the NEA and the NASWD. 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 CCET 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 school education and skill development and indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Aboriginal and Torres Strait Islander Australians. These agreements include sets of performance indicators. The Steering Committee collates NIRA performance information for analysis by the Department of Prime Minister and Cabinet. Performance indicators reported in this sector overview are aligned with education and training performance indicators in the NEA and the NASWD.

Figure B.5 CCET sector performance indicator framework

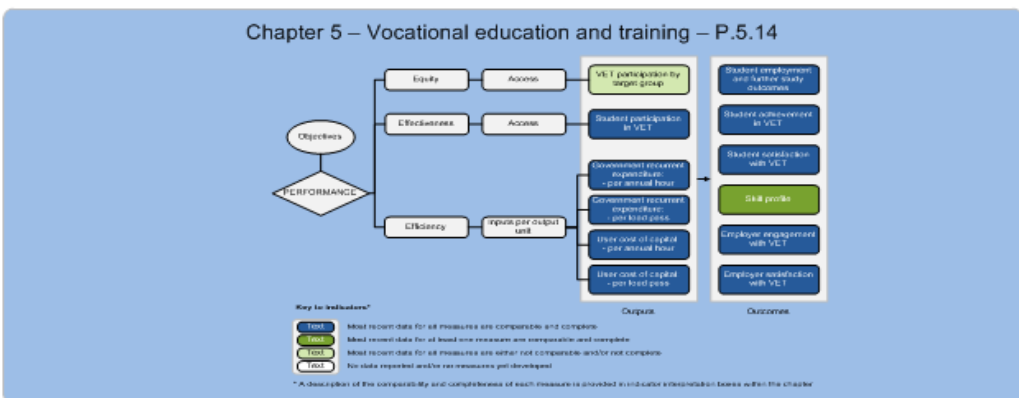
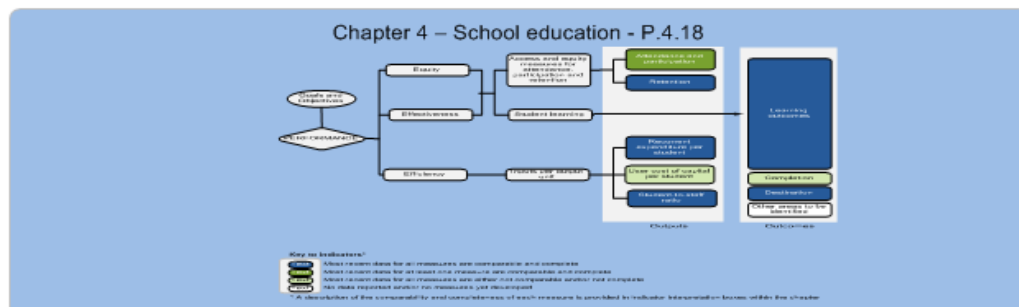
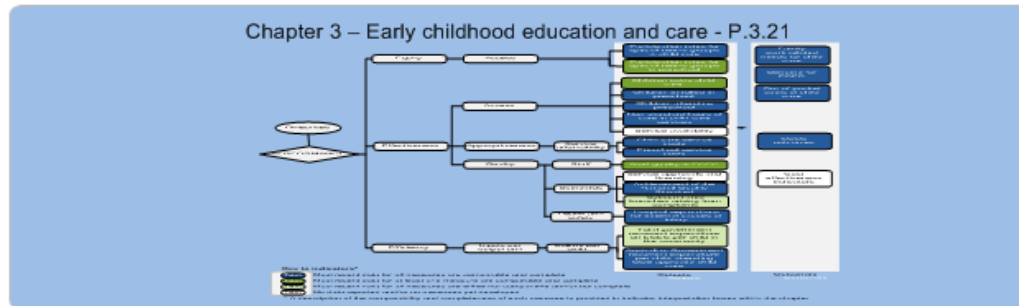
Sector objectives



Sector-wide indicators



Service-specific performance indicator frameworks



Sector-wide indicators

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

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2015 Report can be found at www.pc.gov.au/rogs/2015.

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 Census (AEDC).
- 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 on track on four or more (of five) AEDC domains. Children who are considered developmentally on track possess adequate skills for the domain — those who have results above the 25th percentile.

The five AEDC domains are: 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 ECEC chapter for more information on the AEDC). Further information on AEDC results are available at www.aedc.gov.au. Prior to 1 July 2014 the AEDC was known as the Australian Early Development Index.

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:

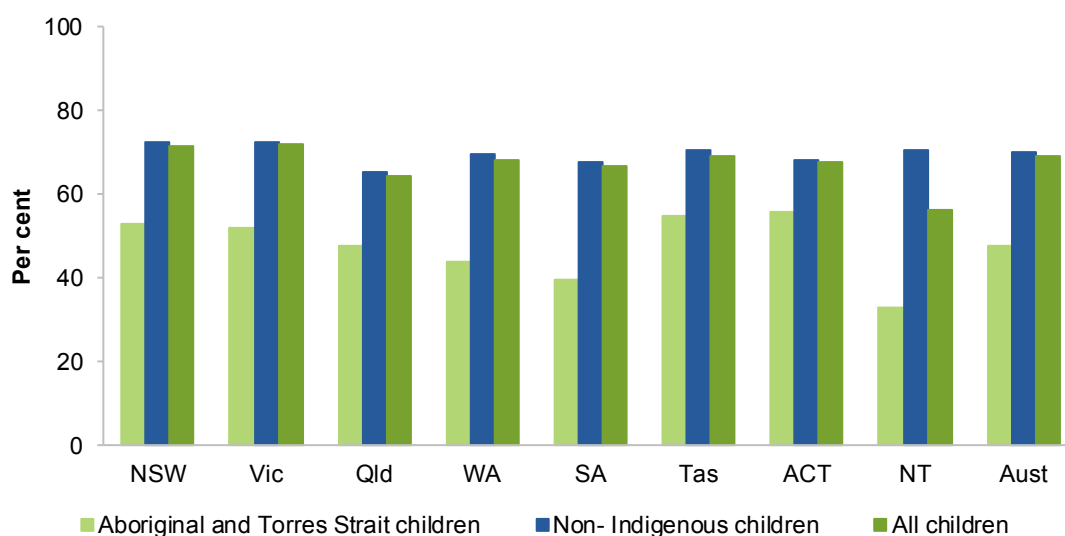
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Transition to primary school

Nationally in 2012, 69.1 per cent of children were on track on four or more domains of the Australian Early Development Census (AEDC) (previously known as the Australian Early Development Index), as they entered school, compared with 67.4 per cent in 2009 (figure B.6 and table BA.7). In 2012, the proportion of Aboriginal and Torres Strait Islander and non-Indigenous children who were on track on four or more domains of the AEDC was 47.7 per cent and 70.3 per cent respectively. These proportions vary across jurisdictions (figure B.6). In 2009, the proportion of Aboriginal and Torres Strait Islander and non-Indigenous children who were on track on four or more domains of the AEDC 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 on track on four or more domains of the AEDC 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 Australian Early Development Census (AEDC) population are classified as on track. AEDC cut-offs have been set for each domain. The cut-offs have been created on the basis of all children who participated in the AEDC nationally. ^c The AEDC 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: Department of Education (unpublished) *Australian Early Development Census 2012*; table BA.7.

Data are also provided for this measure with a focus on the proportion of children who are developmentally at risk and developmentally vulnerable. Children classified as developmentally at risk scored between 10 per cent and 25 per cent of the national AEDC population for an AEDC domain. Children classified as developmentally vulnerable scored in the lowest 10 per cent of the national AEDC population for an AEDC domain.

Nationally in 2012, 40.9 per cent of children were developmentally at risk on one or more domains of the AEDC, compared to 43.5 per cent in 2009 (table BA.8). In 2012, the proportion of Aboriginal and Torres Strait Islander children and non-Indigenous children who were developmentally at risk on one or more domains of the AEDC was 56.8 per cent and 40.0 per cent respectively (table BA.8). Table BA.8 also includes proportions of students who were developmentally at risk on one or more, two or more, three or more, and all five domains for 2012 and 2009.

Nationally in 2012, 22.0 per cent of children were developmentally vulnerable on one or more domains of the AEDC, compared to 23.6 per cent in 2009 (table BA.9). In 2012, the proportion of Aboriginal and Torres Strait Islander children and non-Indigenous children who were developmentally vulnerable on one or more domains of the AEDC was 43.2 per cent and 20.9 per cent respectively (table BA.9). Table BA.9 also includes proportions of students who were developmentally vulnerable on one or more, two or more, three or more, and all five domains for 2012 and 2009.

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.10).

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**

The participation indicator is defined by six measures:

- Participation in education and training by institution type is defined as the proportion of 15–24 year olds participating in education and training by institution type (school education, TAFE, Higher education, other).
- School leaver participation in full time education and training is defined as the proportion of 17–24 year old school leavers participating in full time education and training.
- School leaver destination by institution type is defined as the proportion of 15–19 year old school leavers participating in education and training by institution type (higher education, TAFE or other, not enrolled).
- Participation in higher education by selected groups is defined as the proportion of the population participating in higher education by selected disadvantaged groups.
- Full time participation in education and training and/or employment, defined as the proportion of 17–24 year olds participating in full time education and training and/or employment
- Full time participation of school leavers in education and training and/or employment by Indigenous status, defined as the proportion of 17–24 year old school leavers participating in full time education and training and/or employment by Indigenous status.

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

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

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:

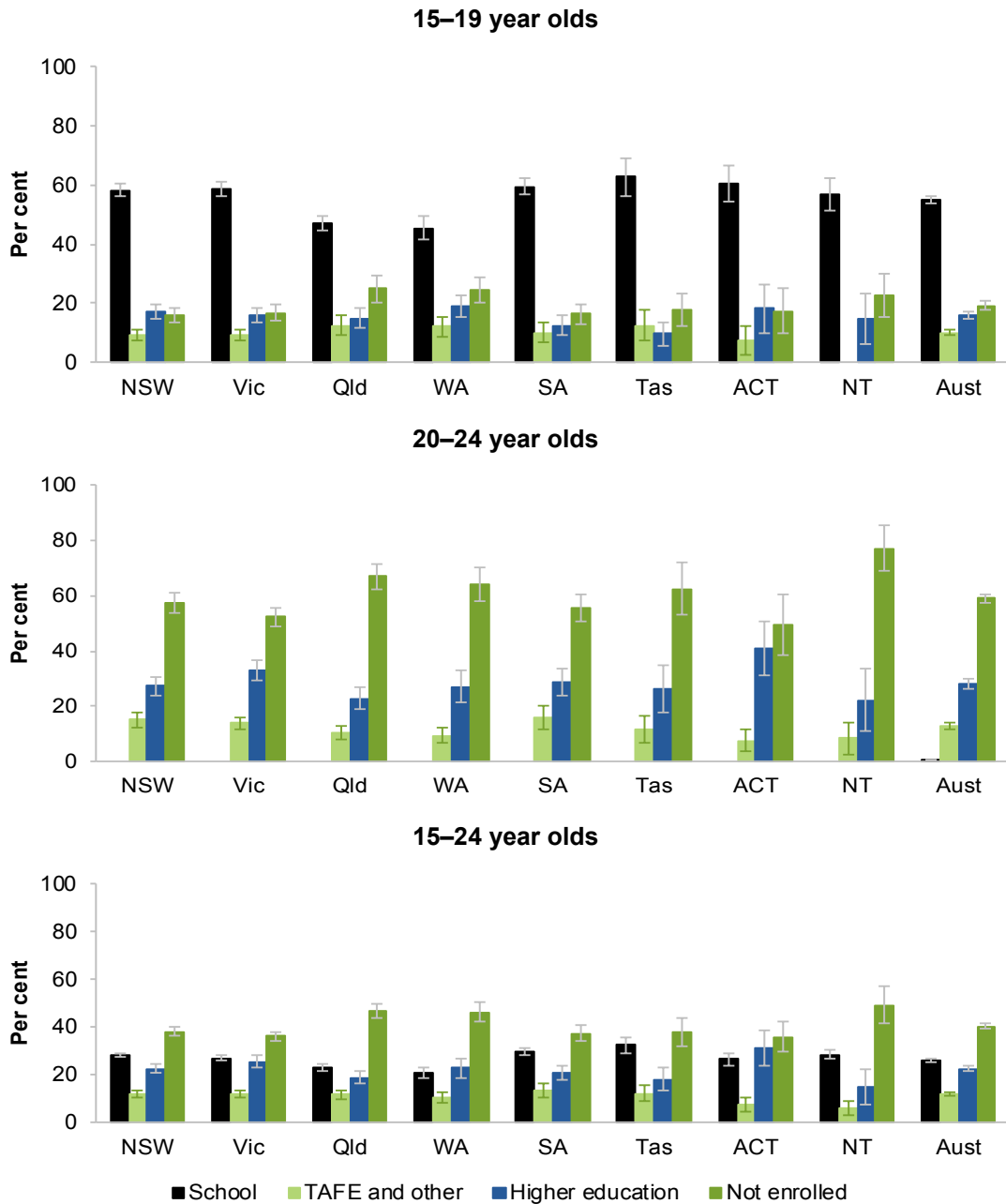
- comparable (subject to caveats) within jurisdictions over time and across jurisdictions
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Participation in education and training by institution type

Beyond the age of compulsory school education, the proportion of people participating in education and training declines. Nationally in 2013, the participation rate for 15–19 year olds was 80.8 per cent, compared with 41.1 per cent for 20–24 year olds (figure B.7).

Figure B.7 Participation in education and training by institution type, 2013^{a, b, c}



^a Data for participation in education and training during May. Student participation may be underestimated because data are not for the whole year. ^b Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at higher education institutions are included under higher education institutions in these data. TAFE and other data for 15–19 year olds are not published for the NT. School data are not published for 20–24 year olds in each jurisdiction, except Australia. ^c The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

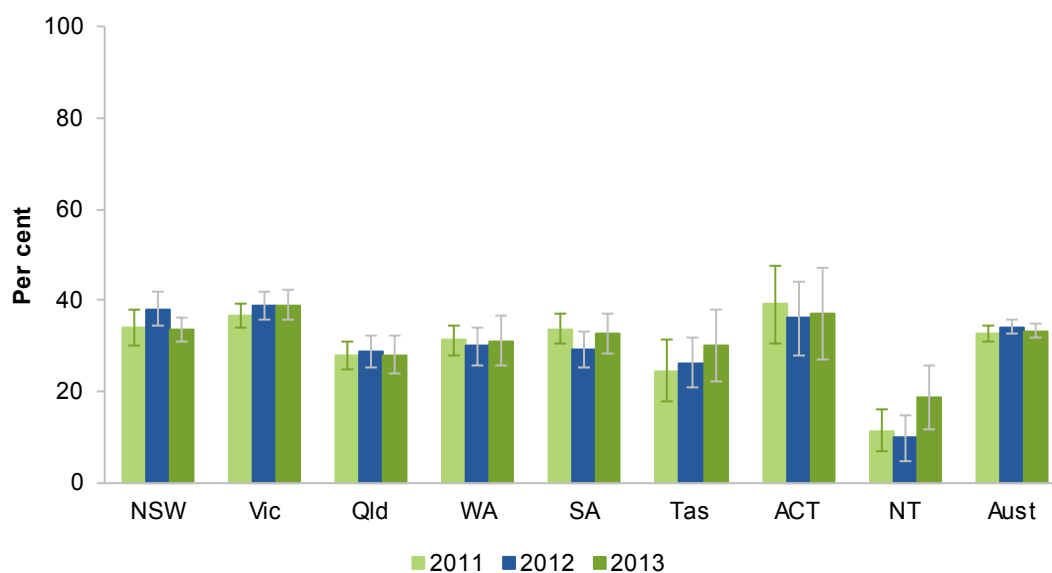
Source: ABS (unpublished) *Education and Work, Australia, May 2013*, Cat. no. 6227.0; table BA.11.

Participation rates for the 17–24, 25–29 and 15–64 year age groups are also presented in table BA.11. National data on participation in education and training by institution type are presented for single year ages from 15 to 24 years in table BA.12. A five year time series for various age groups is presented in table BA.13.

School leaver participation in full time education and training

Nationally in 2013, 33.3 per cent of 17–24 year old school leavers were fully participating in education and training. This proportion varied across jurisdictions (figure B.8).

Figure B.8 Participation of 17–24 year old school leavers in full time education and training^{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 enrolled full time in education and training. Includes apprenticeships and traineeships. ^c Proportions are determined using the number of 17–24 year olds school leavers enrolled in full time study divided by the population of 17–24 year old school leavers. In some cases students are educated in a different jurisdiction to their place of residence. ^d The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

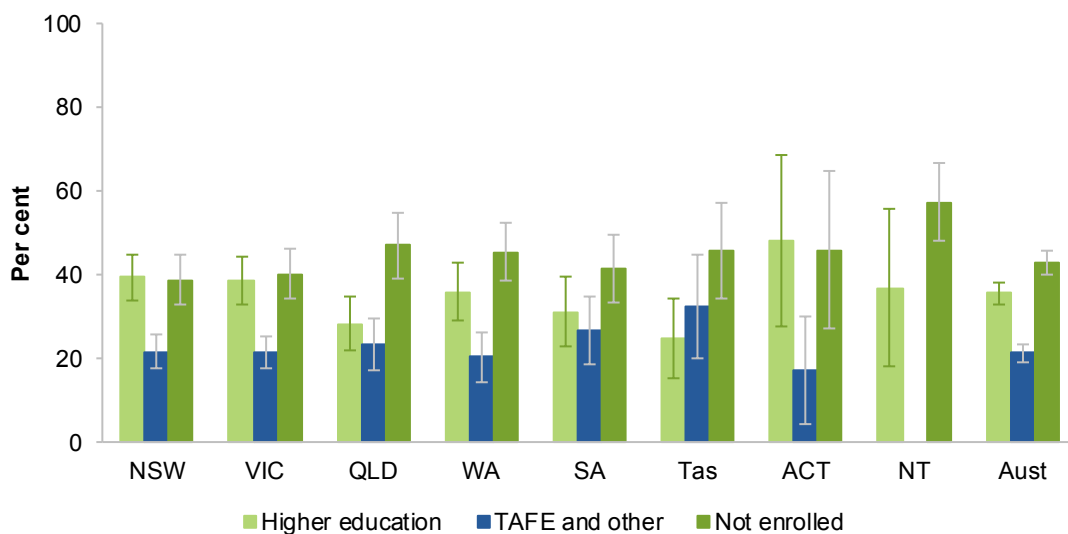
Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0; table BA.14.

Data on applications to enrol in an educational institution are presented in table BA.18. In 2013, 82.5 per cent of people 15–19 year olds applied to enrol in an educational institution, of which 80.8 per cent were studying in May. Nationally for 17–24 year olds in 2013, 53.6 per cent applied to enrol in an educational institution, of which 51.4 per cent were studying in May (table BA.18).

School leaver destination by institution type

Nationally in 2013, 35.7 per cent of 15–19 year old school leavers were enrolled in a higher education institution, 21.4 per cent were enrolled in a TAFE or other institution, and 43.0 per cent were not enrolled in further education (figure B.9).

Figure B.9 **Destination of 15–19 year old school leavers by institution type, 2013^{a, b, c, d, e}**



^a Data are for 15–19 year olds who left school at any time. ^b Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at higher education institutions are included under higher education institutions in these data. TAFE and other includes study at TAFE institutes and study undertaken at business colleges, industry skill centres and other educational institutions. ^c TAFE and other is not published for the NT. Other is not published for Tasmania and the ACT. The existence of some not published data and rounding may result in proportions not equalling 100 per cent. ^d The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Source: ABS (unpublished TableBuilder) *Education and Work; Australia, May 2013*, Cat. no. 6227.0; table BA.19.

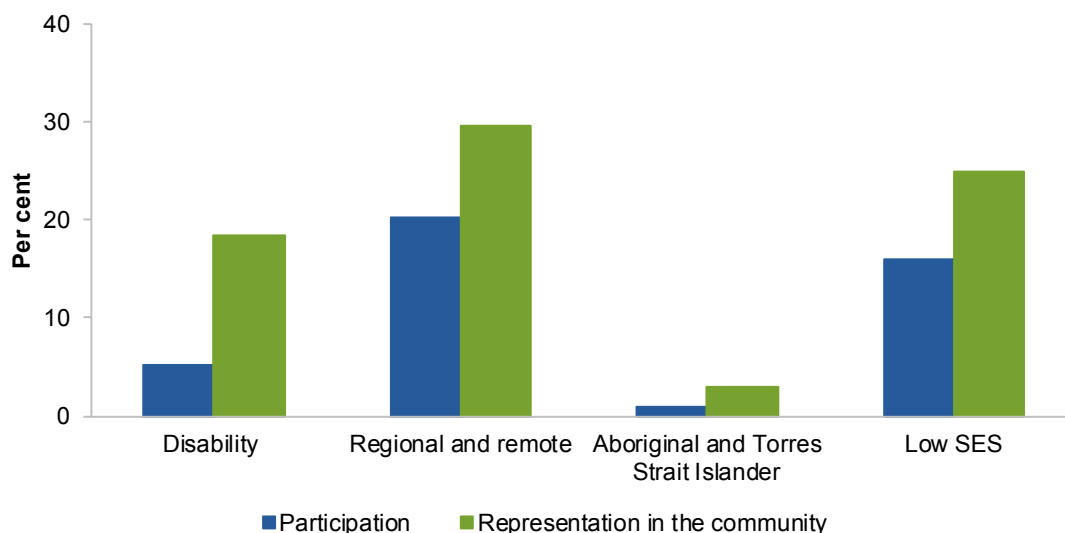
Year 12 leavers were more likely to go on to further education than early school leavers (66.2 per cent compared to 36.2 per cent respectively) (table BA.19). Additional national data on school leaver destination by institution type are also reported by sex, for the age groups 15–19 and 15–24 (tables BA.20 and BA.21).

Participation in higher education by selected groups

In higher education, there is an under-representation of people from regional and remote areas of Australia, people with disability, Aboriginal and Torres Strait Islander people, and

people from low socioeconomic backgrounds, 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, 2013^{a, b, c}



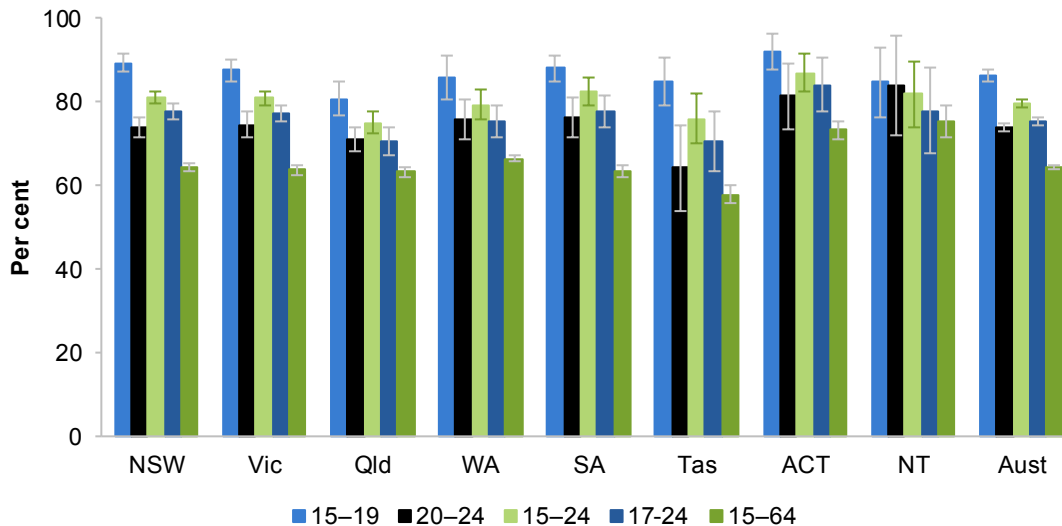
^a Students can be included in more than one selected group. ^b Participation in higher education for Aboriginal and Torres Strait Islander people is calculated using total students. Participation in higher education for the disability, regional and remote and low socioeconomic (SES) groups is calculated based on all domestic onshore students. For derivation of 'representation in the community' data, see table BA.22. ^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: Australian Government Department of Education (2014) *Higher Education Statistics Collection, 2013 Student data*; ABS (2013) *Disability, Ageing and Carers, Australia, 2012*, Cat. no 4430.0; ABS (2014) *Regional Population Growth, Australia, 2012-13*, Cat. no. 3218.0; ABS (2013) *Australian Demographic Statistics, Jun 2013*, Cat. no. 3101.0; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026*, Cat. no. 3238.0, Canberra; tables 2A.1, 2A.12, 2A.14 and BA.22.

Full time participation in education and training and/or employment

Full time participation in education and training (school education, vocational training and higher education) and/or employment for age groups 15–19; 20–24; 15–24; 17–24 and 15–64 years are presented in figure B.11. Of these age groups in 2013, 15–19 year olds have the largest proportion in full time education and/or employment (86.2 per cent).

Figure B.11 Full time participation in education and training and/or employment, 2013 ^{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 and training or full time work, or a combination of both part time education and training and part time work. ^c Education and 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. ^e The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Source: ABS (unpublished TableBuilder) *Education and Work, Australia, May 2013*, Cat. no. 6227.0; table BA.23.

Participation rates in full time education and training and/or employment are presented for 17–24 year olds and 15–24 year olds by single year of age in table BA.23. Full time participation in education and training and/or employment at or above Certificate III level are also presented for various age categories in table BA.24.

Data on participation in full time education and training and/or employment and participation in full time education and training and/or employment at all levels and at Certificate level III or above are presented by SES, in tables BA.26 and BA.27 respectively.

Full time participation of school leavers in education and training and/or employment by Indigenous status

Data from the 2011 Census show that nationally, in 2011, 72.7 per cent of 17–24 year old school leavers were fully engaged in education and training and/or employment (figure B.12).

Figure B.12 Proportion of 17–24 year old school leavers who are engaged in full time education and training and/or employment, 2011^a, b, c, d, e, f, g, h



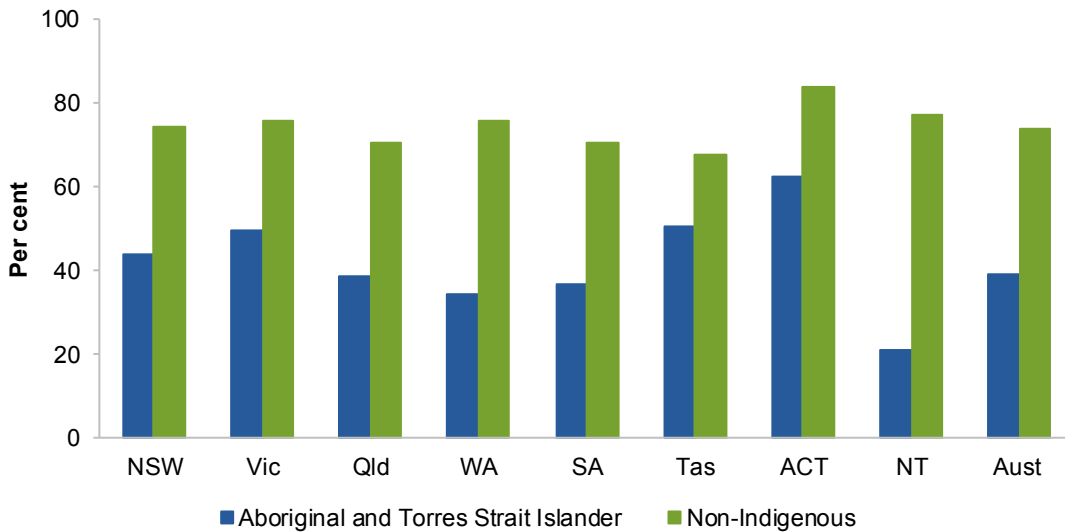
^a People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator). ^b The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school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

Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.15.

Additional data on school leaver participation in education and training and/or employment by SES are presented in table BA.16 (Survey of Education and Work [SEW] data) and BA.17 (Census data).

Nationally in 2011, non-Indigenous 17–24 year old school leavers had higher rates of engagement in full time education and training and/or employment (74.0 per cent) than Aboriginal and Torres Strait Islander 17–24 year old school leavers (39.4 per cent) (figure B.13).

Figure B.13 Proportion of 17–24 year old school leavers who are engaged in full time education and training and/or employment, 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.25.

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 non-school qualification completed is defined as the proportion of 15–64 year olds with a non-school qualification by level of highest non-school qualification.
- Completion of year 12 (or equivalent), or Certificate level II or above is defined as the proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent), or Certificate level II or above. This is also measured by Indigenous status.
- Completion of year 12 (or equivalent), or Certificate level III or above is defined as the proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level III or above.
- Population who have qualifications at Certificate level III or above is defined as the proportion of 20–64 year olds who have qualifications at or above Certificate level III. This is also measured by Indigenous status.
- Achievement of foundation skills (literacy, numeracy and problem solving in technology-rich environments [PSTRE]) is defined as the proportion of 20–64 year olds who have achieved literacy, numeracy and PSTRE competencies according to the Programme for the International Assessment of Adult Competencies (PIAAC).

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, leading to additional contributions to society and the economy.

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.

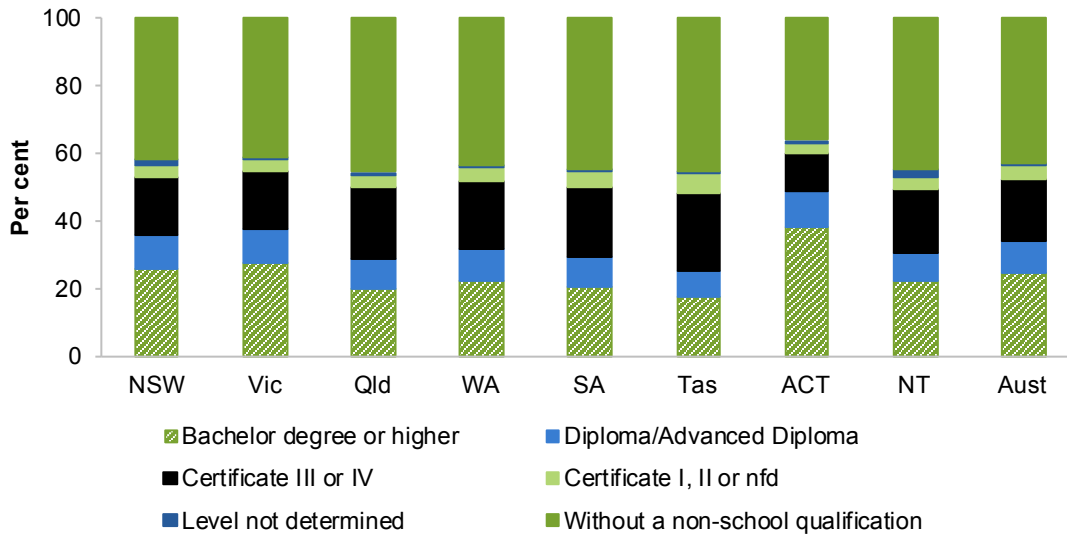
Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Level of highest non-school qualification completed

In 2013, 57.2 per cent of people aged 15–64 years had a non-school qualification and, of

these people, 34.1 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 non-school qualification completed, 15–64 year olds, 2013^{a, b}**



^a The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population. ^b The 95 per cent confidence intervals associated with these proportions are included in table BA.28.

Source: ABS (unpublished TableBuilder) *Education and Work, Australia, May 2013*, Cat. no. 6227.0; table BA.28.

In 2013, the proportion of the 20–64 year old population with or working towards a non-school qualification was 67.2 per cent (table BA.29).

Nationally, 2006 and 2011 Census data indicate that the proportion of 20–64 year olds 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) *2006 Census of Population and Housing* and *2011 Census of Population and Housing*; table BA.30.

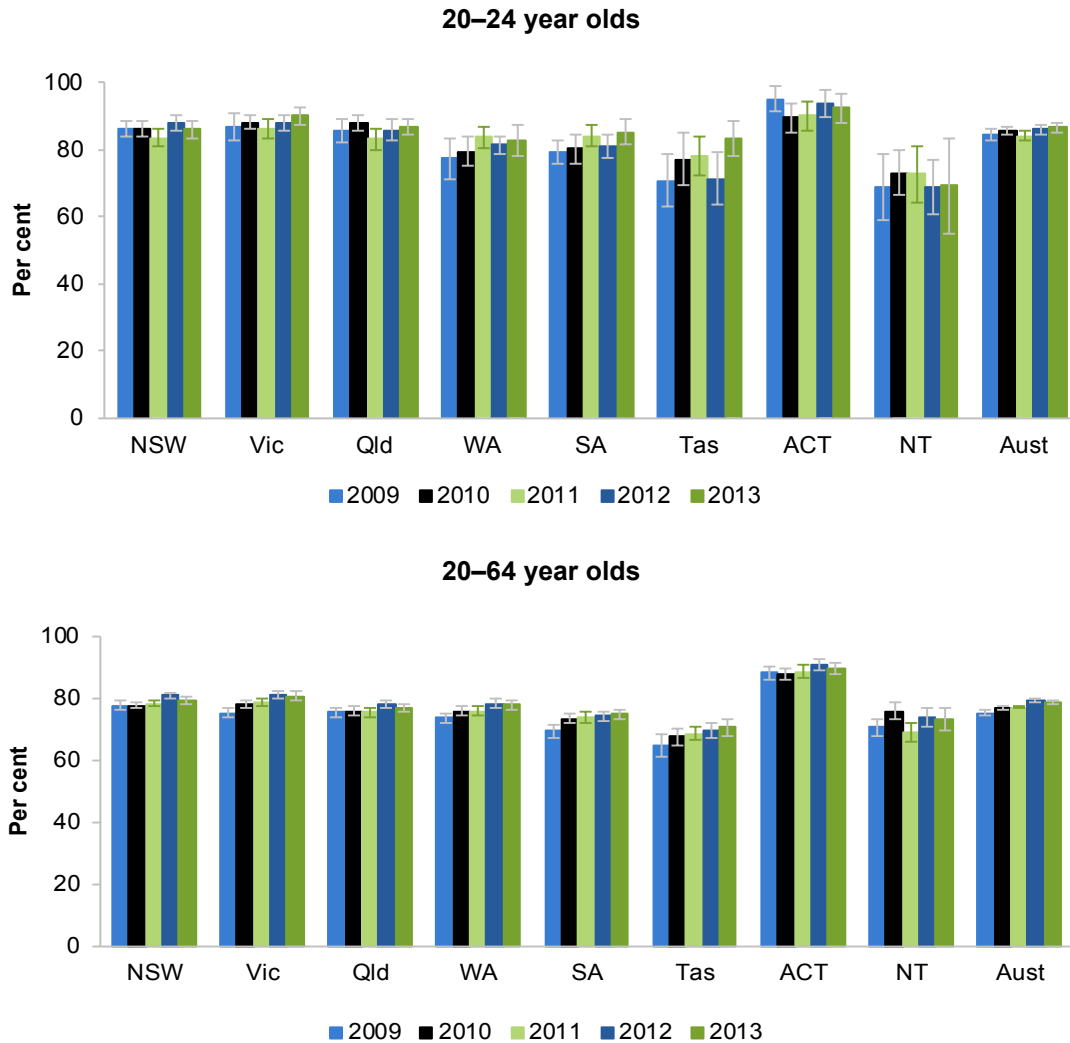
The proportions of 20–64 year olds with or working towards a non-school qualification are presented by Indigenous status in table BA.31. Nationally in 2011, 40.8 per cent of Aboriginal and Torres Strait Islander 20–64 year olds had, or were working towards a non-school qualification, compared to 64.6 per cent of non-Indigenous 20–64 year olds.

Completion of year 12 (or equivalent), or Certificate level II or above by Indigenous status

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

Nationally, 86.7 per cent of 20–24 year olds had completed year 12 (or equivalent) or gained a qualification at Certificate level II or above in 2013. Among 20–64 year olds, 78.5 per cent had completed year 12 or equivalent or gained a qualification at Certificate level II or above. These proportions varied across jurisdictions (figure B.16).

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



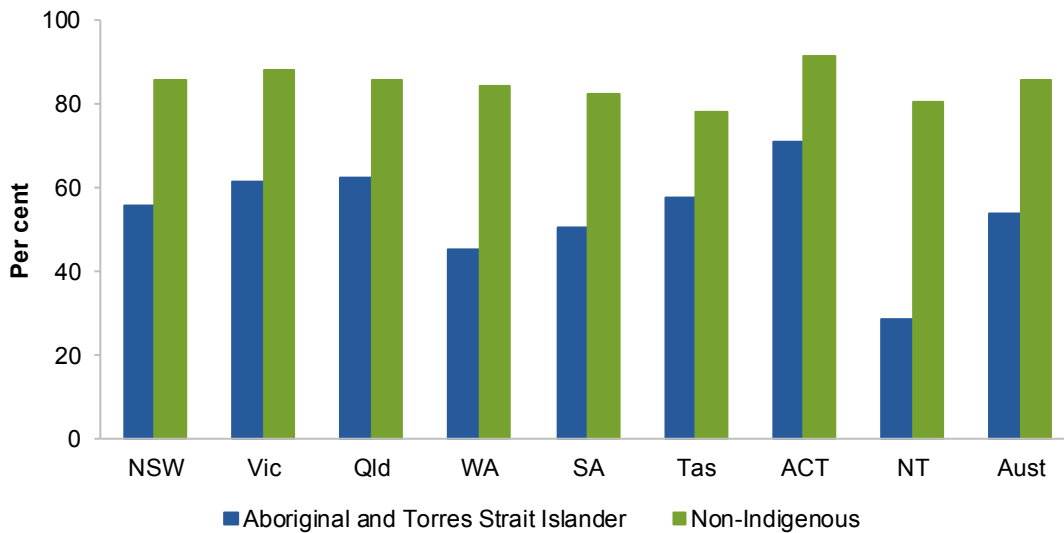
^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Proportions are determined using the number of students educated in the jurisdiction divided by the estimated resident population for the jurisdiction in the age group. In some cases students are educated in a different jurisdiction to their place of residence. These students are counted in their jurisdiction of education for the numerator (number of students educated in the jurisdiction) and their jurisdiction of residence for the denominator (estimated resident population). ^c The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for 15 per cent of the NT 15–74 year old population.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra; table BA.32.

Census data outlining the proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level II or above, by Indigenous status, are presented in figure B.17 and table BA.33.

Nationally in 2011, 53.9 per cent of Aboriginal and Torres Strait Islander 20–24 year olds had completed year 12 or equivalent, or gained a qualification at Certificate II or above, compared with 86.0 per cent of non-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 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 or above, are also excluded. ^c People who are not stated or inadequately described for both highest year of school and non-school qualification are excluded. ^d Excludes people who did not state their Indigenous status. ^e 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.

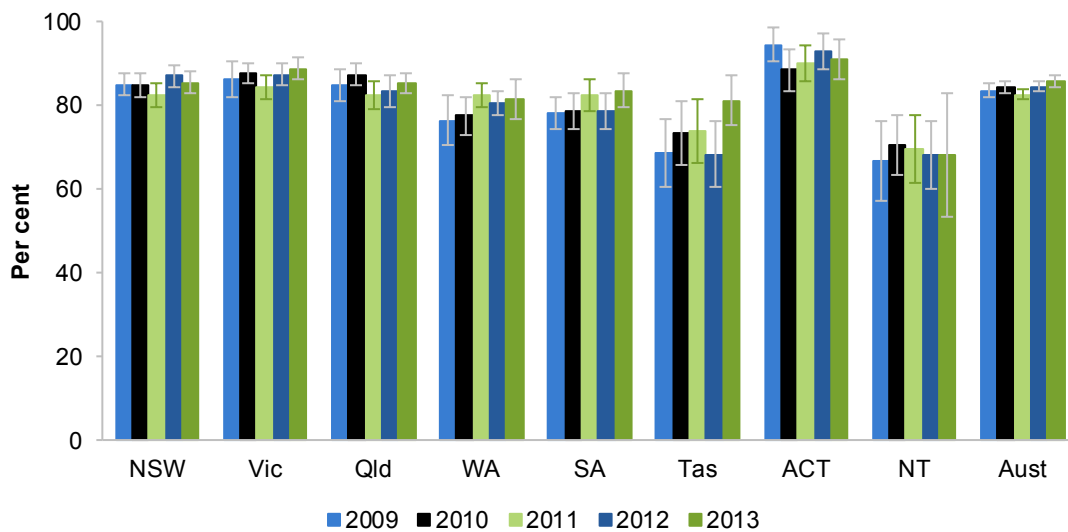
Source: ABS (unpublished) 2011 Census of Population and Housing; table BA.33.

Data by Indigenous status and by remoteness area are provided in table BA.34. Additional data on the proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES are presented in BA.35 (SEW data) and 20–24 year olds in BA.36 (Census data).

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

Nationally in 2013, 85.7 per cent of 20–24 year olds had completed year 12 or a Certificate III or above qualification. This figure varied across jurisdictions (figure B.18).

Figure B.18 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above^{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 SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003; table BA.37.

Data from the 2006 and 2011 Census indicate that the proportion of the 20–24 year old population having completed year 12 (or equivalent), or 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 completed year 12 (or equivalent) or Certificate level III or above** ^{a, b, c, d, e}



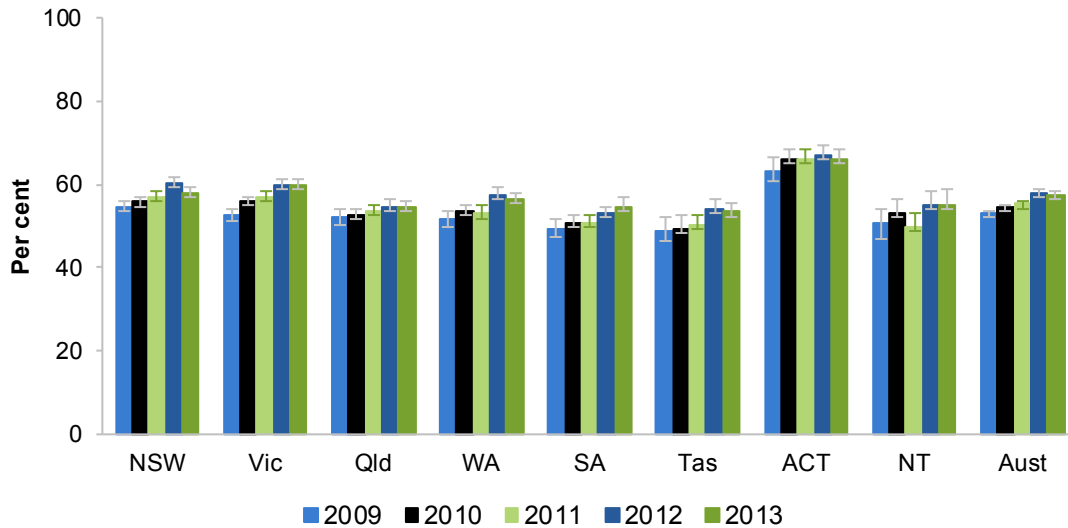
^a Certificate III level or above excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their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

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

Population with qualifications at or above Certificate level III by Indigenous status

Nationally, in 2013, 57.4 per cent of the population aged 20–64 years had attained a qualification at or above Certificate level III (figure B.20).

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



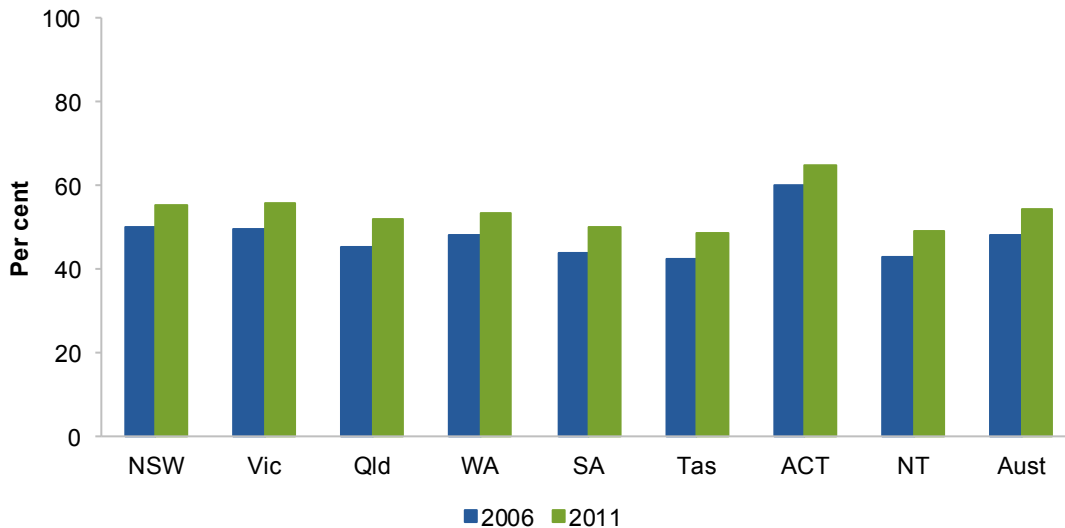
^a The ABS SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population. ^b ‘Certificate III or above’ includes Certificate III, IV, 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 (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003; table BA.39.

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

Data from the 2006 and 2011 Census indicate that the proportion of 20–64 year olds who have Certificate level III or above qualifications, increased from 48.3 per cent in 2006 to 54.2 per cent in 2011 (figure B.21).

Figure B.21 **Proportion of 20–64 year olds with qualifications at or above Certificate level III^{a, b, c, d, e}**

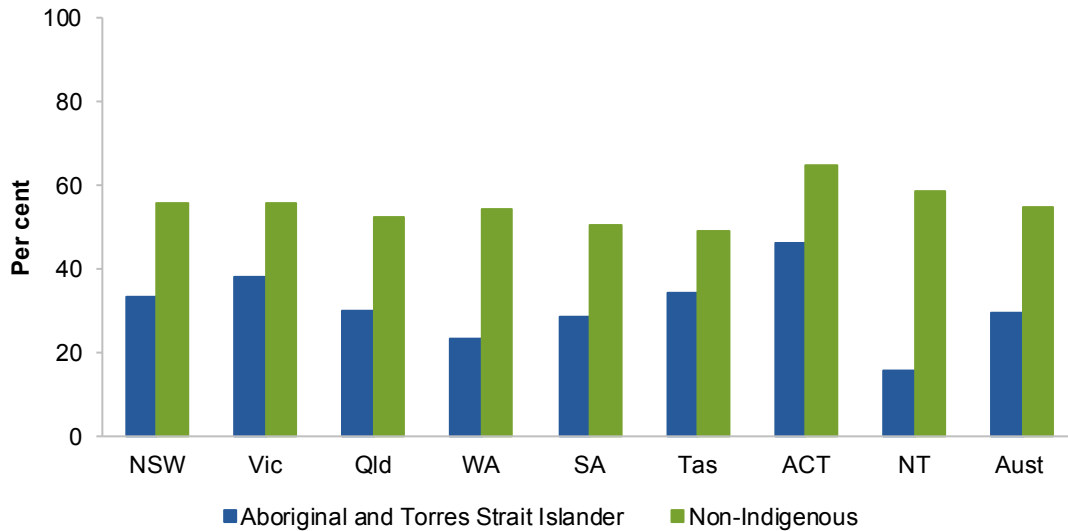


^a Certificate III level or above excludes 'Certificate nfd'. ^b People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their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

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

Nationally, in 2011, 29.6 per cent of Aboriginal and Torres Strait Islander 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}**



^a 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. ^b Not stated responses are excluded from the calculations (numerator and denominator). ^c Australia includes 'Other Territories'. ^d Excludes people who did not state their Indigenous status. ^e While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues such as undercounting that need to be taken into account when interpreting data.

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

The proportions of 20–64 year olds with qualifications at or above Certificate III by SES (based on Socio-Economic Indexes for Areas [SEIFA] Index of Relative Socio-Economic Disadvantage [IRSD]), are presented in table BA.42. Nationally and in all jurisdictions, in 2013, 20–64 year olds from geographic areas of most socioeconomic disadvantage (SEIFA IRSD Quintile 1) were less likely to have qualifications at or above Certificate III than 20–64 year olds from geographic areas of least socioeconomic disadvantage (SEIFA IRSD Quintile 5).

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

Achievement of foundation skills (literacy, numeracy and problem solving in technology-rich environments [PSTRE])

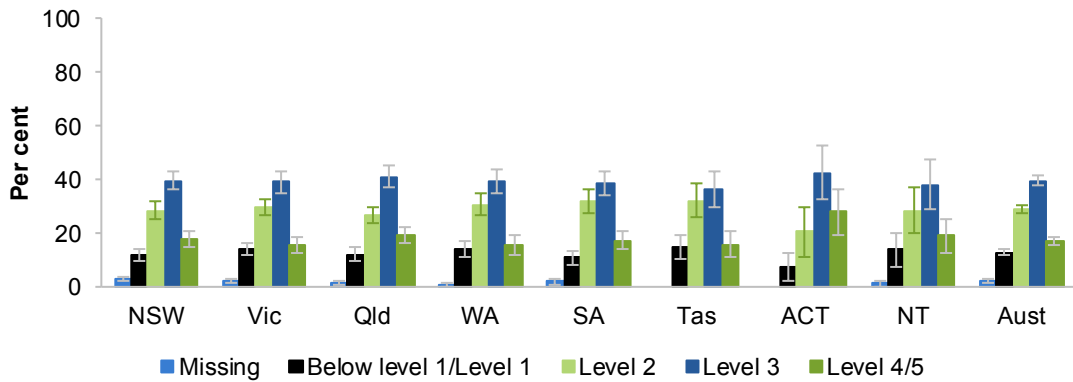
Data for 2011-12 for this measure are sourced from the Programme for the International Assessment of Adult Competencies (PIAAC). In previous reports, this measure was enumerated by data sourced from the *Adult Literacy and Life Skills Survey (ALLS)* (ABS 2008b).

The PIAAC is an OECD survey that measures adult skills and competencies. Data are presented for all skill levels for literacy, numeracy and PSTRE 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 PSTRE).

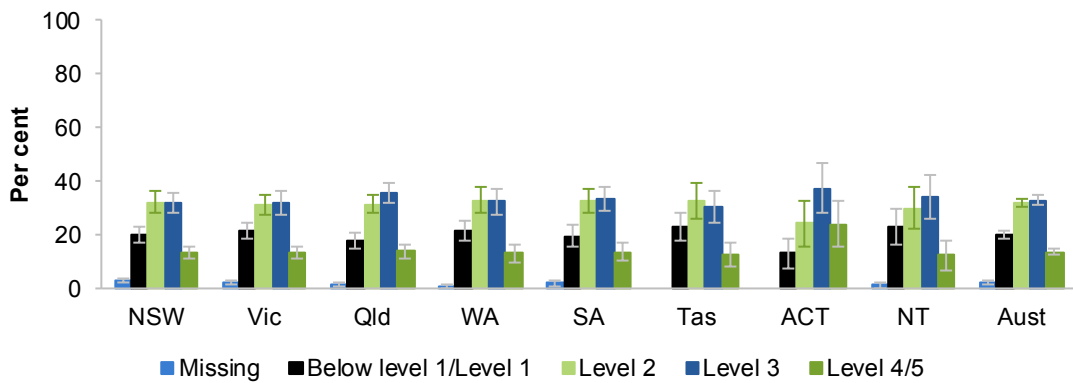
The proportions of the population aged 20–64 years across all PIAAC literacy, numeracy, and PSTRE skill levels in 2011-12 are presented in figure B.23.

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

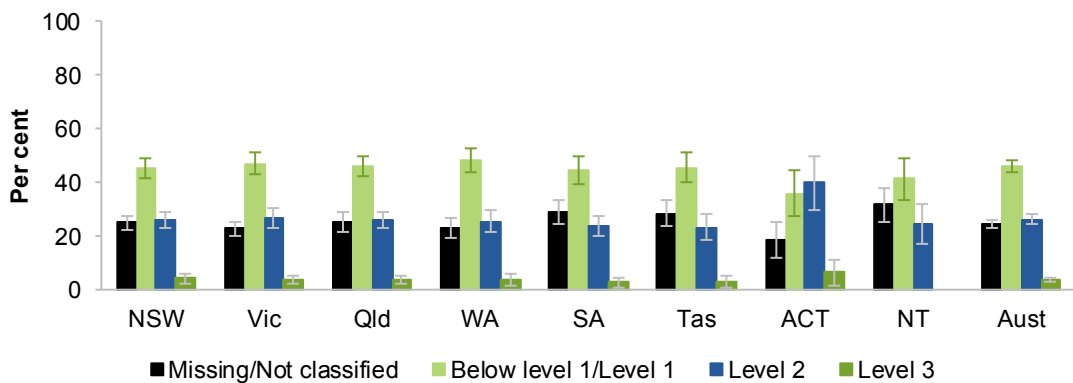
(a) PIAAC literacy results



(b) PIAAC numeracy results



(c) PIAAC PSTRE 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*, Cat. no. 4228.0; tables BA.44, BA.45 and BA.46.

Additional data on the proportions of the population aged 15–74 years across all PIAAC literacy, numeracy, and PSTRE skill levels in 2011-12 are presented in tables BA.44–46.

Service-specific performance indicator frameworks

This section summarises information from the three CCET service specific indicator frameworks:

- ECEC (see chapter 3 for more detail)
- School education (see chapter 4 for more detail)
- VET (see chapter 5 for more detail).

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

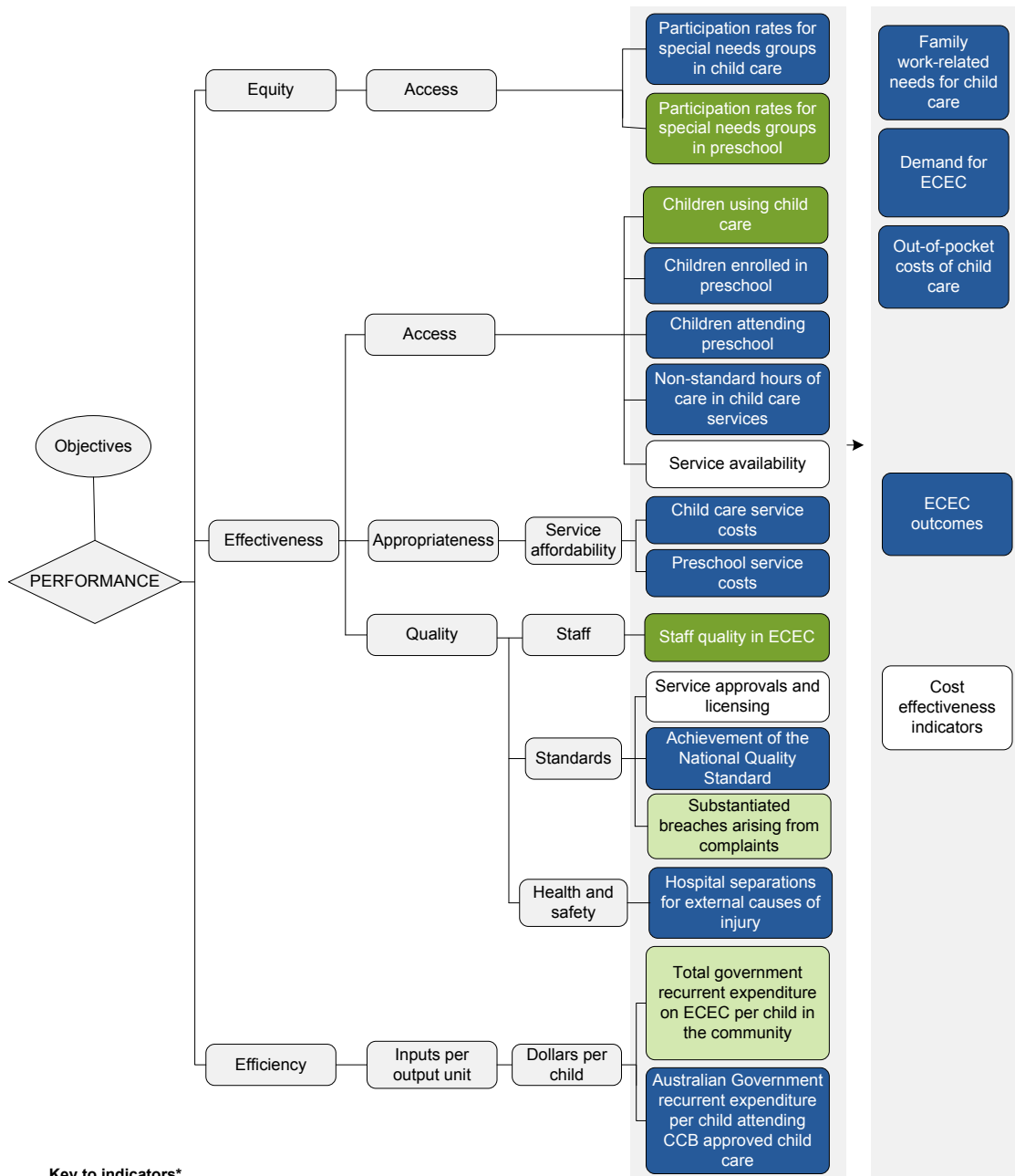
- indicator interpretation boxes, which define the measures used and indicate any significant conceptual or methodological issues with the reported information (chapters 3, 4 and 5)
- caveats and footnotes to the reported data (chapters 3, 4 and 5)
- additional measures and further disaggregation of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

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

ECEC

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

Figure B.24 ECEC performance indicator framework



Key to indicators*

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

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

An overview of the ECEC 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 indicator results for ECEC^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — Access indicators										
<i>Participation rates for special needs groups in child care — Proportion of 0–12 year olds attending Child Care Benefit (CCB) approved child care who are from non-English speaking backgrounds, 2013. Compared to community proportion, 2011</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3	
%	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0	3A.13
<i>Participation rates for special needs groups in child care — Proportion of 0–12 year olds attending CCB approved child care who are Aboriginal and Torres Strait Islander children, 2014. Compared to community proportion, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	2.6	0.8	3.8	2.5	1.6	5.3	1.2	9.7	2.4	
%	5.4	1.6	7.9	6.4	4.5	9.3	2.8	41.6	5.6	3A.13
<i>Participation rates for special needs groups in child care — Proportion of 0–12 year olds attending CCB approved child care who are from low income families, 2014. Compared to community proportion, 2011-12</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	13.4	11.8	13.5	11.1	12.4	14.3	4.7	8.3	12.6	
%	22.5	20.4	21.4	13.8	21.9	26.9	7.8	22.5	20.7	3A.13
<i>Participation rates for special needs groups in child care — Proportion of 0–12 year olds attending CCB approved child care with disability, 2013. Compared to community proportion, 2012</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	3.8	2.5	2.4	2.1	4.2	2.4	2.8	4.7	3.0	
%	6.8	6.3	6.4	7.4	6.7	9.3	7.0	4.0	6.7	3A.13
<i>Participation rates for special needs groups in preschool — Proportion of 3–5 year olds enrolled in a preschool program who are Aboriginal and Torres Strait Islander children, 2013. Compared to community proportion, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	4.5	1.3	5.2	6.6	7.6	8.3	2.8	39.7	4.7	
%	5.3	1.7	8.0	6.3	4.6	9.8	2.7	40.0	5.6	3A.14
<i>Participation rates for special needs groups in preschool — Proportion of 3–5 year olds enrolled in a preschool program who are from regional areas, 2013. Compared to community proportion, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	29.9	23.7	33.2	17.8	23.5	98.5	3.0	50.7	28.5	
%	25.1	23.9	35.7	17.3	23.9	98.2	0.2	50.3	27.6	3A.14
<i>Participation rates for special needs groups in preschool — Proportion of 3–5 year olds enrolled in a preschool program who are from remote areas, 2013. Compared to community proportion, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	0.8	–	3.0	7.5	4.2	1.5	..	47.2	2.5	
%	0.6	0.1	3.7	7.2	3.9	1.8	..	49.7	2.7	3A.14

(Continued next page)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Effectiveness — Access indicators										
<i>Children using child care — Proportion of children aged 0–12 years using CCB approved child care, 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	29.6	29.1	32.8	20.0	31.3	27.5	37.8	18.3	29.0	3A.9
<i>Children enrolled in preschool — Proportion of 4 year old children who are enrolled in a preschool program in the year before full time schooling, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	72.6	105.5	97.4	99.3	83.5	103.8	108.0	92.8	90.9	3A.16
<i>Children enrolled in preschool — Proportion of 4 year old Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the year before full time schooling, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	60.3	83.6	64.4	99.3	99.8	88.0	93.5	87.0	73.9	3A.19
<i>Children attending preschool — Proportion of children aged 4 and 5 years who are attending a preschool program in the year before full time schooling, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	71.3	101.0	95.2	99.3	82.5	101.5	106.3	81.9	88.7	3A.21
<i>Non-standard hours of care in child care services — Proportion of Australian Government CCB approved child care services providing non-standard hours of care, 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	14.4	19.9	47.8	21.6	21.2	10.3	3.0	12.6	23.6	3A.28
Effectiveness — Appropriateness — Service affordability										
<i>Child care service costs — Median weekly cost for 50 hours of CCB approved long day care (LDC) and family day care (FDC), 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
\$ LDC	416	400	346	383	364	374	463	368	385	3A.30
\$ FDC	360	395	351	363	388	384	398	411	375	
<i>Preschool service costs — Median per hour preschool program cost per child, after subsidies received by families, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
\$	3.20	2.10	2.20	–	–	–	–	–	2.10	3A.33
Effectiveness — Quality — Staff indicators										
<i>Staff quality in ECEC — Proportion of paid primary contact staff employed by CCB approved child care services with a relevant formal qualification at or above Certificate level III, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	73.5	79.8	76.5	68.9	70.1	75.4	50.6	53.2	74.1	3A.36

(Continued next page)

Table B.1 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Effectiveness — Quality — Standards indicators										
<i>Achievement of the National Quality Standard (NQS) — Of NQF approved services with a quality rating, what proportion have an overall rating of Meeting NQS or Exceeding NQS, 30 June 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	53.3	77.5	70.6	44.8	65.8	38.6	40.1	18.4	62.3	3A.41
Efficiency — Inputs per output unit — Dollars per child indicators										
<i>Total government recurrent expenditure on ECEC per child in the community — Australian Government and State and Territory government recurrent expenditure on ECEC per child aged 0–12 years in the community, 2013-14</i>										
Most recent data for this measure are complete but not comparable (chapter 3)										
\$	1 850	1 951	2 043	1 799	2 325	2 106	2 569	2 695	1 969	3A.50, 3A.51
<i>Australian Government recurrent expenditure per child attending CCB approved child care — Australian Government recurrent expenditure per child aged 0–12 years attending CCB approved child care, 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
\$	5 605	5 561	5 454	5 525	5 529	5 607	5 318	8 442	5 589	3A.52
Outcome indicators										
<i>Family work-related needs for child care — Proportion of children aged 0–12 years in families for whom additional formal child care was currently required for work-related reasons, 2011</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	2.3 ± 0.6	3.0 ± 1.0	2.7 ± 1.4	2.7 ± 1.0	3.1 ± 1.4	3.0 ± 1.7	4.1 ± 2.9	np	2.7 ± 0.4	3A.53
<i>Demand for ECEC — Proportion of children aged 0–12 years for whom additional formal child care or preschool services were currently required</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	5.4 ± 0.9	5.9 ± 1.6	5.6 ± 1.6	5.6 ± 1.4	4.5 ± 1.5	5.6 ± 2.3	6.4 ± 3.3	4.2 ± 2.5	5.5 ± 0.5	3A.54
<i>Out-of-pocket costs of child care — Proportion of weekly disposable income that families with \$75 000 gross disposable income spend on one child in full time long day care, after the payment of child care subsidies, 2014</i>										
Most recent data for this measure are comparable and complete (chapter 3)										
%	10.6	10.4	7.8	10.1	8.8	9.0	15.3	9.4	9.7	3A.56
<i>ECEC outcomes — Proportion of children who have had ECEC experience that are developmentally vulnerable on one or more domains of the AEDC, 2011</i>										
Data for this indicator are comparable, subject to caveats (chapter 3)										
%	17.7	17.9	22.8	21.8	22.2	21.1	21.3	34.0	19.8	3A.58

^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. ^c Some percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent).

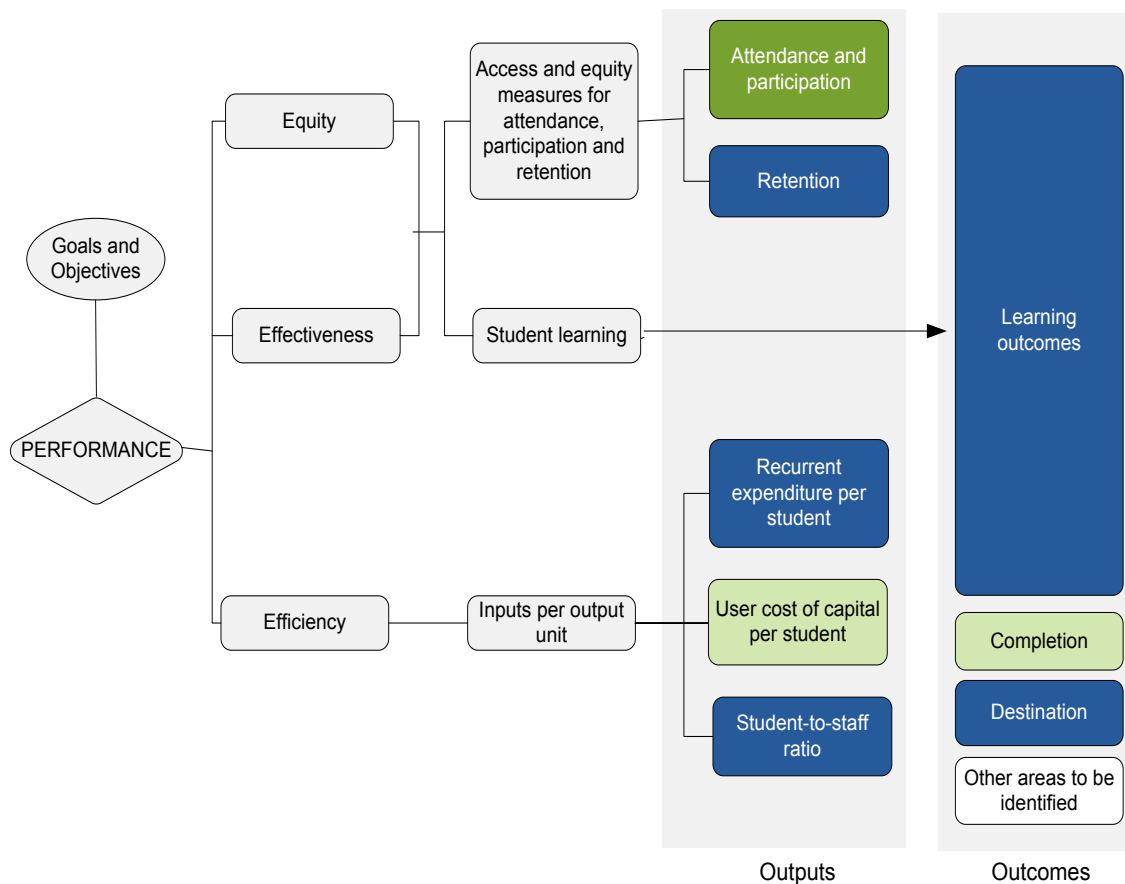
.. Not applicable. – Nil or rounded to zero. **np** Not published.

Source: Chapter 3 and attachment 3A.

School education

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

Figure B.25 **School education performance indicator framework**



Key to indicators*

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

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

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

Table B.2 Performance indicator results for school education^{a, b}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
Equity — Access indicators										
<i>Attendance and participation — Year 10 attendance rate, all students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	88	90	87	85	87	87	88	74	..	4A.197
<i>Attendance and participation — Year 10 attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	75	79	76	63	72	81	77	56	..	4A.198
<i>Attendance and participation — Proportion of all children aged 6–15 years enrolled in school, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	99.6	101.0	100.8	98.7	100.8	99.1	110.0	95.0	100.3	4A.183
<i>Attendance and participation — 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, 2012</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	23.6	38.7	28.6	26.0	23.2	34.7	25.9	15.8	28.8	4A.196
<i>Retention — Apparent retention rate, year 7/8-10, full time secondary students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	102.0	104.3	103.3	105.5	105.5	100.4	106.5	84.6	103.2	4A.186
<i>Retention — Apparent retention rate, year 10-12, full time students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	71.1	78.9	78.7	79.3	83.8	68.4	102.7	67.0	76.7	4A.187
<i>Retention — Apparent retention rate, year 10-12, full time Aboriginal and Torres Strait Islander students, government schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	43.4	58.2	60.0	48.3	73.4	45.3	64.3	50.9	52.3	4A.189
Efficiency — Inputs per output unit indicators										
<i>Recurrent expenditure per student — Government expenditure per FTE student, government schools, 2012-13</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
\$	15 405	13 787	15 538	18 875	16 191	16 215	21 065	24 769	15 703	4A.13
<i>Recurrent expenditure per student — Government expenditure per FTE student, non-government schools, 2012-13</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
\$	8 754	8 322	9 070	9 680	8 580	9 194	7 352	13 947	8 812	4A.15

(Continued next page)

Table B.2 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
<i>Recurrent expenditure per student — Government recurrent expenditure on staff per FTE student in government schools, 2012-13</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
\$	10 019	8 808	9 798	11 597	10 590	10 132	12 301	14 321	9 987	4A.14
<i>User cost of capital per student — UCC per FTE student, government schools, 2012-13</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
\$	2 231	2 061	2 485	3 649	1 782	1 710	4 185	2 547	2 386	4A.20
<i>Student-to-staff ratio — Ratio of FTE students to FTE teaching staff, government primary schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
no.	15.5	15.3	15.8	15.8	14.9	14.6	13.1	12.1	15.4	4A.22
<i>Student-to-staff ratio — Ratio of FTE students to FTE teaching staff, government secondary schools, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
no.	12.3	12.2	12.6	12.0	13.2	13.2	11.9	11.0	12.4	4A.22
Outcome indicators										
<i>Learning outcomes</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
NAPLAN Reading performance – proportion of all year 3 students achieving at or above national minimum standard, 2014										
%	94.7 ± 0.3	94.6 ± 0.4	93.4 ± 0.5	91.8 ± 0.7	91.8 ± 0.9	92.1 ± 1.1	95.4 ± 1.1	67.0 ± 6.6	93.5 ± 0.2	4A.36
NAPLAN Reading performance – proportion of Aboriginal and Torres Strait Islander year 3 students achieving at or above national minimum standard, 2014										
%	83.2 ± 1.5	85.3 ± 2.7	80.3 ± 2.0	63.1 ± 3.5	69.6 ± 4.5	88.1 ± 3.5	83.4 ± 6.7	34.1 ± 6.6	74.7 ± 1.6	4A.36
NAPLAN Reading performance – proportion of all year 9 students achieving at or above national minimum standard, 2014										
%	92.6 ± 0.6	93.3 ± 0.6	91.3 ± 0.8	92.9 ± 1.0	90.3 ± 1.6	90.5 ± 1.8	93.9 ± 1.9	68.8 ± 9.1	92.1 ± 0.4	4A.36
NAPLAN Reading performance – proportion of Aboriginal and Torres Strait Islander year 9 students achieving at or above national minimum standard, 2014										
%	77.3 ± 1.9	81.8 ± 3.2	72.7 ± 2.8	65.9 ± 4.5	70.9 ± 4.3	82.5 ± 3.7	79.4 ± 8.3	33.7 ± 9.7	71.2 ± 1.6	4A.36
NAPLAN Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard, 2014										
%	95.4 ± 0.3	95.5 ± 0.4	94.6 ± 0.4	93.8 ± 0.6	93.2 ± 0.8	94.5 ± 0.8	96.5 ± 1.0	73.0 ± 6.2	94.6 ± 0.2	4A.108

(Continued next page)

Table B.2 (continued)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust	Source
NAPLAN Numeracy performance – proportion of all year 3 students achieving at or above national minimum standard, 2014										
%	84.8 ± 1.4	88.5 ± 3.0	82.4 ± 2.1	70.5 ± 3.6	71.7 ± 5.1	92.5 ± 3.0	88.1 ± 5.9	43.0 ± 6.8	78.2 ± 1.4	4A.108
NAPLAN Numeracy performance – proportion of all year 9 students achieving at or above national minimum standard, 2014										
%	94.5 ± 0.5	94.8 ± 0.6	94.2 ± 0.6	94.7 ± 0.9	92.6 ± 1.4	93.5 ± 1.4	94.9 ± 1.7	74.2 ± 7.8	94.1 ± 0.3	4A.108
NAPLAN Numeracy performance – proportion of Aboriginal and Torres Strait Islander year 9 students achieving at or above national minimum standard, 2014										
%	81.1 ± 1.8	83.3 ± 3.0	77.8 ± 2.6	74.2 ± 4.4	73.2 ± 4.0	86.2 ± 3.6	82.8 ± 8.5	44.1 ± 8.5	76.2 ± 1.5	4A.108
Civics and citizenship performance – proportion of year 6 students achieving at or above proficient standard, 2013										
%	56 ± 4.8	58 ± 5.5	45 ± 4.8	44 ± 5.8	43 ± 6.0	46 ± 5.5	64 ± 6.0	26 ± 8.4	52 ± 2.4	4A.149
Civics and citizenship performance – proportion of year 10 students achieving at or above proficient standard, 2013										
%	51 ± 5.7	48 ± 6.2	35 ± 4.1	44 ± 6.0	35 ± 5.7	32 ± 6.0	48 ± 6.9	20 ± 7.0	44 ± 2.6	4A.149
Mean scores of year 8 students in IEA International Computer and Information Literacy Study (ICILS) testing, 2013										
%	545.6 ± 9.0	552.9 ± 8.0	522.8 ± 11.6	543.5 ± 6.9	545.2 ± 9.4	529.2 ± 12.7	548.6 ± 11.0	530.8 ± 11.4	541.6 ± 4.5	4A.181
<i>Completion — Year 12 completion rate, 2013</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 4)										
%	72	81	69	73	82	47	82	39	74	4A.191
<i>Destination — Proportion of 15–24 year old school leavers fully participating in education and/or training, or employment, 2013</i>										
Most recent data for this measure are comparable and complete (chapter 4)										
%	73.8 ± 1.8	73.6 ± 2.3	68.1 ± 3.0	74.2 ± 3.7	75.1 ± 4.1	62.4 ± 8.0	79.0 ± 7.3	76.7 ± 11.9	72.6 ± 1.0	4A.193

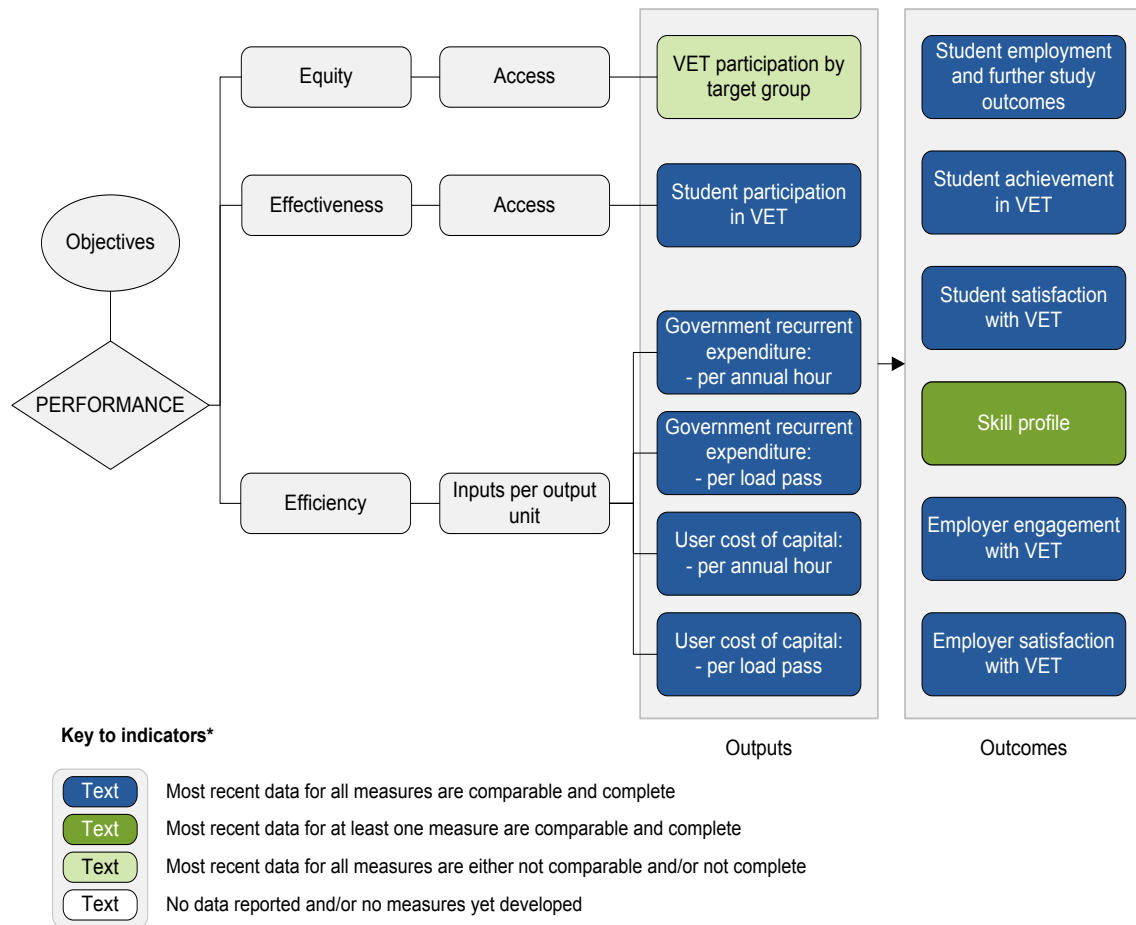
FTE = Full time equivalent. ^a Caveats for these data are available in chapter 4 and attachment 4A. Refer to the indicator interpretation boxes in chapter 4 for information to assist with the interpretation of data presented in this table. ^b Some data are derived from detailed data in chapter 4 and attachment 4A. .. Not applicable.

Source: Chapter 4 and attachment 4A.

VET

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

Figure B.26 VET performance indicator framework



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

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

Table B.3 Performance indicator results for VET^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>Source</i>
Equity — Access indicators										
<i>Participation in government funded VET by target groups</i>										
Data for this indicator are not directly comparable (chapter 5)										
Participation rate for Aboriginal and Torres Strait Islander Australians aged 15–64 years (2013)										
%	21.5	22.4	10.2	20.2	20.8	9.5	19.4	18.3	17.4	5A.10
Effectiveness indicators										
<i>Participation in government funded VET</i>										
Data for this indicator are not directly comparable (chapter 5)										
Participation rate for the population aged 15–64 years (2013)										
%	8.4	12.6	6.4	8.1	13.4	9.0	8.0	11.6	9.4	5A.9
Efficiency indicators										
<i>Government recurrent expenditure per government funded annual hour (2013)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	14.07	9.36	17.40	14.87	11.09	16.71	17.28	23.85	12.60	5A.19
<i>Government recurrent expenditure per government funded load pass (2013)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	17.98	11.13	20.10	18.74	12.42	21.33	20.28	30.26	15.23	5A.20
<i>User cost of capital per government funded annual hour (2013)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	2.96	1.25	2.48	2.15	1.69	3.05	2.81	3.73	2.05	5A.21
<i>User cost of capital per government funded load pass (2013)</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
\$	3.79	1.49	2.87	2.72	1.89	3.90	3.30	4.73	2.48	5A.21
Outcome indicators										
<i>Student employment and further study outcomes</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of government funded VET graduates who were employed and/or continued on to further study in 2013 after completing their course in 2012										
%	86.7 ± 0.8	86.5 ± 1.6	87.9 ± 1.1	90.0 ± 0.8	89.6 ± 1.1	87.9 ± 1.7	91.2 ± 1.6	91.8 ± 2.0	87.5 ± 0.6	5A.25
Proportion of government funded VET graduates who improved their employment circumstances after training										
%	58.6 ± 1.2	57.7 ± 2.2	64.7 ± 1.5	64.8 ± 1.3	60.6 ± 1.8	61.4 ± 2.5	65.0 ± 2.9	67.0 ± 3.3	60.3 ± 0.9	5A.41

(Continued next page)

Table B.3 (continued)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>Source</i>
<i>Student achievement in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Load pass rate (government funded VET) (2012)										
%	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9	5A.50
Proportion of graduates with improved education/training status after training (2012)										
%	14.9	22.3	17.8	15.4	13.8	14.4	15.8	14.0	18.0	5A.54
<i>Student satisfaction in VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of government funded VET graduates who were satisfied with the quality of their completed VET course (2013)										
%	88.7 ± 0.8	85.4 ± 1.6	87.8 ± 1.1	89.1 ± 0.9	88.4 ± 1.2	89.2 ± 1.5	85.7 ± 2.1	88.3 ± 2.3	87.5 ± 0.6	5A.70
<i>Skill profile</i>										
This indicator has multiple measures and data comparability and completeness vary (chapter 5)										
Annual change in the number of qualifications completed (2011 to 2012) by government and non-government funded VET students										
%	8.2	32.6	-6.8	—	22.9	6.0	14.7	-3.1	12.7	5A.79
Change in the combined number of units of competency and modules completed between 2012 and 2013										
%	-8.8	-4.7	-12.0	-2.0	30.1	-15.1	-12.0	-6.4	-4.4	5A.86
<i>Employer engagement with VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
Proportion of employers who in the last twelve months had employees with formal vocational qualifications as a requirement of their job (2013)										
%	35.8 ± 3.1	29.8 ± 3.4	32.5 ± 3.5	36.3 ± 3.9	30.9 ± 3.9	33.7 ± 4.4	30.8 ± 4.0	38.6 ± 4.0	33.3 ± 1.6	5A.92
<i>Employer satisfaction with VET</i>										
Data for this indicator are comparable, subject to caveats (chapter 5)										
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 (2013) — Satisfaction with formal vocational qualifications as a job requirement										
%	79.2 ± 4.7	80.2 ± 5.8	74.2 ± 5.4	78.2 ± 6.0	79.8 ± 6.0	79.5 ± 6.2	77.8 ± 7.5	71.9 ± 6.5	78.3 ± 2.5	5A.92

^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). — Nil or rounded to zero.

Source: Chapter 5 and attachment 5A.

B.3 Cross-cutting and interface issues

Although this Report addresses three areas of education in separate chapters (ECEC; School education; VET), it is recognised that there are many linkages between these services across the lifespan.

- Research has found that participation in quality ECEC impacts beneficially upon children's educational and social development (Ramey et al. 2012; Tayler et al. 2013). For example, Reynolds et al. (2009) found that state-funded preschool programs positively influenced children's outcomes on measures of school readiness.
- Research has found that engagement in school influences a child's prospects of educational and occupational success, over and above his or her academic attainment and socioeconomic background. Abbott-Chapman et al. (2013) found that the more children felt connected to their school community and felt engaged, rather than bored, the greater their likelihood of achieving a higher educational qualification and going on to a professional career.
- Attendance at school is also a critical factor in educational attainment. Hancock et al. (2013) reported that absence from school resulted in poorer academic achievement in numeracy, reading and writing in the current academic year and in future years. The effects of school absence were also found to accumulate over time, hence the need for early intervention to address absenteeism.
- Research has also documented the benefits of completing a VET qualification. Karmel and Fieger (2012) found that completing VET qualifications, compared to withdrawing before completion, is more beneficial for students' future employment prospects, occupational status, salary and further study options.
- Completion of school is also a predictor of positive life outcomes. On average, young people who complete Year 12 tend to have more successful transitions from education to work than those who do not. Completion of senior secondary schooling has been shown to provide the best labour market outcomes, relative to other vocational education paths (Ryan 2011).

There are also interrelationships between education and other government services.

- The value of investment in ECEC 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 United Kingdom 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 ECEC, School education and VET chapters contain a service-specific section on future directions in performance reporting.

B.5 List of attachment tables

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

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B.6 References

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BA Child care, education and training sector overview — attachment

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

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

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

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TABLE BA.1

Table BA.1 Australian, State and Territory government real recurrent expenditure on child care services, (2012-13 dollars) (a), (b)

	2008-09	2009-10	2010-11	2011-12	2012-13
	\$m	\$m	\$m	\$m	\$m
Australian Government	4 191	4 082	4 418	4 817	5 366
State and Territory government	111	132	149	163	156
Total recurrent expenditure	4 303	4 214	4 566	4 980	5 522

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

(b) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. The presentation of 2012-13 dollars in this sector overview differs from the data presented in the ECEC chapter, which uses 2013-14 as the base year. The base year of 2012-13 to ensure consistency with other CCET data presented in this sector overview.

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

TABLE BA.2

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2012-13 dollars) (a), (b)**

	2008-09	2009-10	2010-11	2011-12	2012-13	Average annual growth (c)
	\$m	\$m	\$m	\$m	\$m	%
Operating expenses (d)						
Australian Government	24 393	38 730	34 875	29 195	29 334	4.7
State and Territory (including local) government	48 243	53 273	51 557	51 856	52 780	2.3
Multijurisdictional (university)	19 764	20 081	20 636	21 648	22 929	3.8
Total	92 400	112 085	107 068	102 699	105 043	3.3
Transfers to other levels of general government (e)						
Australian Government	21 929	33 475	27 842	24 516	24 345	2.6
State and Territory (including local) government (f)	471	508	575	480	569	4.8
Multijurisdictional (university) (f)	569	601	601	657	670	4.2
Total (g)	22 950	34 568	28 981	25 614	25 481	2.7
Operating expenses less transfers						
Australian Government	2 464	5 255	7 033	4 679	4 989	19.3
State and Territory (including local) government	47 772	52 766	50 982	51 376	52 211	2.2
Multijurisdictional (university)	19 195	19 480	20 035	20 992	22 259	3.8
Total (g)	69 450	77 515	78 087	77 085	79 563	3.5

(a) Based on accrual operating expenses for education.

(b) The ABS provided nominal figures. Real expenditure was calculated from these figures for 2008-09 to 2012-13 based on the GGFC chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details.

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

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

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

(f) Data up to 2011-12 have been revised by ABS since the previous Report.

Table BA.2 **Australian, State and Territory (including local) government real expenditure on education, (2012-13 dollars) (a), (b)**

	2008-09	2009-10	2010-11	2011-12	2012-13	Average annual growth (c)
	\$m	\$m	\$m	\$m	\$m	%

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

Source: Australian Bureau of Statistics (ABS) (2014 and unpublished) *Government Finance Statistics, Education, 2012-13*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.3

Table BA.3 **Total government real expenditure on education, by purpose (\$ million) (2012-13 dollars) (a), (b)**

	2008-09	2009-10	2010-11	2011-12 (c)	2012-13
Primary and secondary education (d)	36 866	42 410	41 452	39 367	40 625
Tertiary education					
University education	19 422	19 803	20 453	21 034	22 257
Technical and further education (TAFE)	6 139	6 357	6 474	6 803	6 776
Tertiary education, nec	76	85	94	48	64
Total	25 637	26 244	27 021	27 884	29 097
Preschool & education not definable by level	3 322	3 350	3 431	4 285	4 452
Transportation of students	1 477	1 466	1 425	1 424	1 354
Education, n.e.c.	2 149	4 044	4 757	4 126	4 034
Total (e)	69 450	77 515	78 087	77 085	79 563

nec = Not elsewhere classified.

- (a) Based on accrual operating expenses for education. Data are operating expenses excluding transfers to other levels of general government (intra-sector transfers).
- (b) The Australian Bureau of Statistics (ABS) provided nominal figures. Real expenditure was calculated from these figures for 2008-09 to 2012-13 based on the ABS GGFCE chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details.
- (c) Data for 2011-12 have been revised by ABS since the previous Report.
- (d) Primary and secondary education expenditure data from ABS *Government Finance Statistics* are compiled differently to primary and secondary education expenditure data in chapter 4 (School Education).
- (e) Totals may not add due to rounding.

Source: ABS (2014) *Government Finance Statistics, Education, 2012-13*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2012-13 dollars) (a), (b)

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT</i>	<i>NT</i>	<i>Total S/T</i>	<i>Aus Gov</i>
2012-13											
Education expenditure											
Preschool & education not definable by level	%	10.0	6.3	11.1	7.3	5.5	4.3	7.2	9.0	8.5	1.6
Transportation of students	%	4.8	1.7	1.6	1.9	0.7	2.6	0.4	1.5	2.6	–
Education, not elsewhere classified	%	0.6	0.8	0.5	0.1	0.1	–	0.2	0.4	0.5	12.8
Primary and secondary	%	73.0	70.5	79.3	80.5	80.0	79.8	79.4	76.1	75.4	46.9
Total	%	88.4	79.3	92.5	89.7	86.2	86.7	87.2	87.0	86.9	61.4
TAFE	%	11.2	19.6	7.5	10.0	12.4	13.2	11.0	9.3	12.5	7.0
University	%	0.4	1.1	–	0.3	0.2	–	1.8	2.2	0.5	31.5
Other tertiary not elsewhere classified	%	–	–	–	–	1.2	0.1	–	1.5	0.1	–
Total (g)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (g)	\$m	16 098	12 815	10 472	6 157	4 065	1 254	936	983	52 780	29 334
2011-12											
Education expenditure											
Preschool & education not definable by level	%	10.6	6.0	10.4	7.1	4.5	4.4	5.9	9.4	8.3	1.2
Transportation of students	%	4.8	2.5	1.6	1.8	0.7	2.7	0.3	1.3	2.7	–
Education, not elsewhere classified	%	0.5	0.9	0.6	0.1	0.1	–	–	0.5	0.5	13.2
Primary and secondary	%	72.5	70.3	78.9	81.0	80.1	81.5	82.0	74.6	75.2	48.2
Total	%	88.4	79.7	91.5	89.9	85.4	88.6	88.3	85.7	86.8	62.7
TAFE	%	11.1	19.5	8.4	9.8	12.1	11.3	10.9	10.2	12.5	6.9
University	%	0.5	0.8	–	0.3	1.9	0.1	0.8	2.1	0.6	30.4
Other tertiary not elsewhere classified	%	–	–	–	–	0.7	0.1	–	2.0	0.1	–
Total (g)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (g)	\$m	15 801	12 773	10 234	5 968	3 999	1 234	893	966	51 856	29 195

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2012-13 dollars) (a), (b)

	Unit	NSW (c)	Vic (d)	Qld	WA (e)	SA	Tas (f)	ACT	NT	Total S/T	Aus Gov
2010-11											
Education expenditure											
Preschool & education not definable by level	%	7.1	5.7	9.4	6.1	3.0	4.8	5.7	5.8	6.7	1.2
Transportation of students	%	4.7	2.6	1.6	1.9	0.7	3.1	0.3	1.3	2.8	–
Education, not elsewhere classified	%	0.4	0.9	0.7	0.1	0.1	–	–	0.7	0.5	13.2
Primary and secondary	%	75.9	72.1	80.3	82.0	81.3	80.2	81.1	77.3	77.2	48.2
Total	%	88.2	81.3	92.0	90.0	85.1	88.2	87.1	85.1	87.2	62.7
TAFE	%	11.2	17.8	7.9	9.6	10.8	11.8	11.6	11.6	12.0	6.9
University	%	0.6	0.9	–	0.4	2.2	0.1	1.3	1.2	0.7	30.4
Other tertiary not elsewhere classified	%	–	–	–	–	1.9	0.1	–	2.1	0.2	–
Total (f)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)	\$m	15 724	12 691	10 089	5 884	3 917	1 326	899	1 028	51 557	29 647
2009-10											
Education expenditure											
Preschool & education not definable by level	%	6.7	5.2	9.9	5.1	2.8	3.3	5.9	4.4	6.3	0.9
Transportation of students	%	4.8	2.5	1.5	1.8	0.7	3.3	0.3	1.7	2.8	–
Education, not elsewhere classified	%	0.4	0.9	0.7	0.1	0.1	–	–	0.9	0.5	12.9
Primary and secondary	%	76.9	74.5	79.7	83.5	82.0	77.2	79.3	79.6	78.1	54.7
Total	%	88.8	83.0	91.8	90.5	85.5	83.8	85.6	86.6	87.7	68.4
TAFE	%	10.8	16.1	8.1	9.0	11.3	16.0	11.8	8.5	11.5	5.8
University	%	0.4	0.9	–	0.5	1.9	0.1	2.6	1.6	0.6	25.8
Other tertiary not elsewhere classified	%	–	–	–	–	1.3	–	–	3.4	0.2	–
Total (f)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)	\$m	16 550	12 954	10 158	6 130	4 188	1 367	949	979	53 273	36 653

TABLE BA.4

Table BA.4 State and Territory (including local) government real expenditure, by purpose (2012-13 dollars) (a), (b)

	Unit	NSW (c)	Vic (d)	Qld	WA (e)	SA	Tas (f)	ACT	NT	Total S/T	Aus Gov
2008-09											
Education expenditure											
Preschool & education not definable by level	%	8.0	5.6	9.0	4.4	3.1	3.9	5.1	4.4	6.6	0.7
Transportation of students	%	5.3	2.6	1.8	2.0	0.7	3.9	0.5	1.8	3.1	–
Education, not elsewhere classified	%	0.4	0.9	2.4	0.1	0.1	–	–	1.0	0.8	9.7
Primary and secondary	%	74.1	73.6	77.8	83.6	80.6	78.0	79.2	78.9	76.5	58.1
Total	%	87.8	82.8	91.0	90.2	84.4	85.7	84.8	86.0	87.0	68.5
TAFE	%	11.9	16.2	8.9	9.3	12.4	14.2	12.6	8.7	12.2	5.8
University	%	0.3	1.0	0.1	0.5	1.9	0.1	2.6	1.6	0.6	25.7
Other tertiary not elsewhere classified	%	–	–	–	–	1.2	0.1	–	3.8	0.2	–
Total (g)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total (f)	\$m	15 210	11 811	9 127	5 444	3 725	1 214	829	885	48 243	39 765

- (a) Based on accrual operating expenses for education. Data are operating expenses excluding transfers to other levels of general government (intra-sector transfers).
- (b) The ABS provided nominal figures. Real expenditure was calculated from these figures for 2008-09 to 2012-13 based on the ABS GGFCE chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details.
- (c) Most expenditure for preschool education in NSW is contained in other budget areas and not included in this table. NSW 'primary and secondary' expenditure includes: some special education expenditure for preschool students; all special education expenditure for school students; and higher education expenditure.
- (d) Expenditure for preschool education in Victoria is contained in other budget areas and not included in this table.
- (e) Special education expenditure for WA is included under 'primary and secondary'.
- (f) Expenditure for preschool and special education in Tasmania is included under 'primary and secondary'.
- (g) Totals may not add due to rounding.
– Nil or rounded to zero.

Source: ABS (2014) *Government Finance Statistics, Education, 2012-13*, Cat. no. 5518.0.55.001, Canberra.

TABLE BA.5

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

Unit	Highest non-school qualification						Highest school year			Total (d)	
	Bachelor degree or higher	Advanced diploma/diploma	Certificate III or IV	Certificate I, II or nfd	Level not determined	Sub-total (non-school qualification)	Year 12	Year 11 or below (c)	Sub-total (school completed)		
2013 (e)											
Labour force status											
Employed	%	84.3	81.0	82.2	64.0	74.4	81.5	69.6	53.9	60.6	72.6
Unemployed	%	2.9	3.2	4.0	8.9	6.0	3.8	5.1	5.2	5.2	4.4
Not in labour force	%	12.9	15.8	13.8	27.1	19.5	14.7	25.3	40.9	34.2	23.1
Total (f)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 215.2	1 189.5	2 331.2	393.9	89.3	7 219.1	1 979.5	2 041.1	4 020.6	11 239.7
Unemployed	'000	110.5	46.9	113.8	54.7	7.2	333.1	144.3	197.8	342.1	675.2
Not in labour force	'000	490.5	232.5	392.2	166.6	23.4	1 305.2	720.8	1 548.0	2 268.8	3 574.1
All people (f)	'000	3 816.2	1 468.9	2 837.2	615.2	120.0	8 857.5	2 844.6	3 786.9	6 631.5	15 489.0
2012											
Labour force status											
Employed	%	85.3	81.5	83.6	73.4	83.3	83.1	71.5	57.6	63.6	75.1
Unemployed	%	2.5	3.1	3.8	7.4	3.1	3.4	4.6	5.9	5.3	4.2
Not in labour force	%	12.3	15.4	12.6	19.2	13.7	13.5	23.9	36.5	31.1	20.8
Total (f)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 212.5	1 206.2	2 170.8	508.1	149.9	7 247.5	1 874.3	2 012.7	3 887.0	11 134.5
Unemployed	'000	93.3	46.1	98.9	51.1	5.6	295.0	120.2	205.9	326.1	621.0
Not in labour force	'000	462.2	227.7	327.2	133.0	24.7	1 174.8	626.7	1 276.6	1 903.3	3 078.0
All people (f)	'000	3 768.0	1 480.1	2 597.0	692.2	179.9	8 717.2	2 621.2	3 495.1	6 116.3	14 833.6

TABLE BA.5

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

Unit	Highest non-school qualification						Highest school year			Total (d)	
	Bachelor degree or higher	Advanced diploma/ diploma	Certificate III or IV	Certificate I, II or nfd	Level not determined	Sub-total (non-school qualification)	Year 12	Year 11 or below (c)	Sub-total (school completed)		
2011											
Labour force status											
Employed	%	85.4	79.9	83.8	72.8	82.3	82.9	73.1	57.7	63.9	74.6
Unemployed	%	2.5	3.3	3.6	6.9	3.1	3.4	4.2	5.4	4.9	4.0
Not in labour force	%	12.1	16.8	12.7	20.2	14.6	13.8	22.7	37.0	31.1	21.3
Total (f)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employed	'000	3 004.4	1 080.7	2 167.0	527.7	174.8	6 954.6	1 919.2	2 207.6	4 126.8	11 081.5
Unemployed	'000	88.6	45.0	92.0	50.3	6.5	282.4	110.9	206.5	317.4	599.9
Not in labour force	'000	423.8	227.5	327.5	146.6	31.0	1 156.4	595.4	1 414.9	2 010.3	3 166.8
All people (f)	'000	3 516.7	1 353.3	2 586.5	724.7	212.3	8 393.5	2 625.6	3 829.0	6 454.6	14 848.1

nfd = Not further defined.

- (a) The levels of qualifications are not necessarily listed in order from highest to lowest (that is, Certificate I, II or nfd are not necessarily higher than year 12).
- (b) The Survey of Education and Work (SEW) was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas.
- (c) Includes people who never attended school.
- (d) Includes people who never attended school and people whose level of highest educational attainment could not be determined.
- (e) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- (f) Totals may not add as a result of rounding.

Source: ABS (Derived from various years) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0; Canberra.

TABLE BA.6

Table BA.6 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by occupation (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>Highest non-school qualification</i>					<i>Sub-total (non-school qualification)</i>	<i>Highest school year</i>			<i>Total (g)</i>
		<i>Bachelor degree or above</i>	<i>Advanced Diploma or Diploma</i>	<i>Certificate III and IV</i>	<i>Certificate I, II, or nfd</i>	<i>Level not determined</i>		<i>Year 12</i>	<i>Year 11 or below (f)</i>	<i>Sub-total (school completed)</i>	
2013											
Managers	%	34.5	12.8	18.2	3.1	1.1	70.0	17.0	13.3	30.2	100.0
Professionals	%	73.2	10.5	4.9	0.7	0.4	89.8	8.0	2.1	10.1	100.0
Technicians and Trades Workers	%	7.5	8.3	51.9	3.4	0.8	72.0	12.5	15.6	27.9	100.0
Community and Personal Service Workers	%	16.0	18.0	26.7	4.3	0.7	66.0	20.7	13.7	34.1	100.0
Clerical and Administrative Workers	%	21.4	13.5	16.9	4.6	0.7	57.1	24.3	18.4	42.9	100.0
Sales Workers	%	11.3	8.3	14.0	5.4	0.3	39.1	30.3	31.0	61.0	100.0
Machinery Operators And Drivers	%	5.2	4.2	24.1	4.2	1.5	39.4	20.1	40.2	60.4	100.0
Labourers	%	7.1	6.1	17.1	5.7	1.1	36.7	21.4	41.8	63.0	100.0
All occupations	%	28.6	10.6	20.7	3.5	0.8	64.2	17.6	18.2	35.8	100.0
Managers	'000	495.0	183.5	260.7	45.0	15.6	1 002.7	244.3	190.7	433.5	1 433.1
Professionals	'000	1 834.4	263.4	122.2	17.8	11.0	2 249.8	200.0	52.4	252.7	2 504.5
Technicians and Trades Workers	'000	123.4	137.9	860.1	56.8	14.0	1 192.6	206.2	257.9	462.8	1 656.2
Community and Personal Service Workers	'000	179.2	202.3	300.5	47.9	8.0	741.0	232.0	154.3	383.1	1 123.4
Clerical and Administrative Workers	'000	346.0	218.9	274.1	74.0	11.0	924.7	393.8	297.1	693.6	1 618.3
Sales Workers	'000	119.2	87.4	148.2	57.5	3.6	414.0	320.9	328.2	646.0	1 059.1
Machinery Operators And Drivers	'000	38.6	31.4	179.1	31.5	11.2	292.7	149.6	299.0	449.1	743.8
Labourers	'000	78.2	66.8	188.0	62.5	12.3	404.5	235.2	459.8	693.4	1 100.7
All occupations	'000	3 214.0	1 188.3	2 330.0	393.6	88.8	7 219.1	1 978.7	2 040.3	4 020.3	11 239.7
2012											
Managers	%	34.5	13.3	16.7	3.3	1.7	69.5	15.9	14.8	30.6	100.0
Professionals	%	72.9	11.2	5.2	1.1	1.2	91.7	5.6	2.6	8.2	100.0
Technicians and Trades Workers	%	8.0	9.0	49.2	5.6	1.3	73.0	12.1	14.8	26.9	100.0

TABLE BA.6

Table BA.6 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by occupation (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>Highest non-school qualification</i>					<i>Highest school year</i>			<i>Total (g)</i>	
		<i>Bachelor degree or above</i>	<i>Advanced Diploma or Diploma</i>	<i>Certificate III and IV</i>	<i>Certificate I, II, or nfd</i>	<i>Level not determined</i>	<i>Sub-total (non-school qualification)</i>	<i>Year 12</i>	<i>Year 11 or below (f)</i>		<i>Sub-total (school completed)</i>
Community and Personal Service Workers	%	17.3	16.4	25.6	5.2	1.2	65.7	19.4	14.9	34.1	100.0
Clerical and Administrative Workers	%	21.0	13.2	15.7	6.1	1.6	57.7	24.0	18.4	42.4	100.0
Sales Workers	%	10.9	8.8	12.3	5.4	0.9	38.6	32.2	29.1	61.4	100.0
Machinery Operators And Drivers	%	6.2	5.6	21.6	6.3	1.7	41.2	20.5	38.1	59.0	100.0
Labourers	%	7.3	6.1	16.1	7.5	1.3	38.1	20.8	41.0	61.9	100.0
All occupations	%	28.8	10.8	19.5	4.6	1.3	65.1	16.8	18.1	34.9	100.0
Managers	'000	484.6	187.3	234.6	45.8	24.5	976.0	223.7	207.4	429.1	1 404.3
Professionals	'000	1 827.5	280.9	131.2	28.1	29.6	2 297.6	140.7	66.3	206.6	2 506.1
Technicians and Trades Workers	'000	131.1	147.5	811.1	91.9	21.4	1 203.8	199.9	244.0	443.1	1 648.0
Community and Personal Service Workers	'000	188.1	178.8	278.6	56.8	12.6	714.9	210.9	162.1	371.5	1 087.9
Clerical and Administrative Workers	'000	341.5	213.9	255.6	99.3	25.9	935.9	388.8	298.9	688.4	1 623.1
Sales Workers	'000	112.6	90.6	126.4	56.1	9.4	397.9	331.7	299.9	632.6	1 030.4
Machinery Operators And Drivers	'000	43.7	39.1	152.3	44.1	12.1	290.3	144.7	268.4	415.8	704.5
Labourers	'000	82.5	69.1	181.9	85.2	14.7	431.2	235.6	464.1	700.3	1 131.9
All occupations	'000	3 211.3	1 205.4	2 171.6	507.3	149.1	7 248.3	1 875.5	2 011.6	3 887.0	11 133.3

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 SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas.
- (c) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (d) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

TABLE BA.6

Table BA.6 **Level of highest non-school qualification, or school year completed for those without a non-school qualification, people aged 15–64 years, by occupation (a), (b), (c), (d), (e)**

Unit	Highest non-school qualification					Sub-total (non-school qualification)	Highest school year			Total (g)
	Bachelor degree or above	Advanced Diploma or Diploma	Certificate III and IV	Certificate I, II, or nfd	Level not determined		Year 12	Year 11 or below (f)	Sub-total (school completed)	

(e) Totals and sub totals may not equal components due to rounding.

(f) Include people who never attended school.

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

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0, Canberra.

TABLE BA.7

Table BA.7 Children on track on the Australian Early Development Census (AEDC) (a), (b)

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

TABLE BA.7

Table BA.7 Children on track on the Australian Early Development Census (AEDC) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
On track on no domains	%	3.2	4.0	5.6	4.5	4.8	4.4	3.1	3.8	4.2
On track on one or more domains	%	96.8	96.0	94.4	95.5	95.2	95.6	96.9	96.2	95.8
On track on two or more domains	%	91.5	90.5	87.3	89.7	88.6	89.6	90.1	90.9	89.9
On track on three or more domains	%	84.3	83.5	78.3	81.6	80.4	81.4	81.5	82.2	82.2
On track on four or more domains	%	72.3	72.5	65.4	69.8	67.9	70.4	68.1	70.5	70.3
On track on five domains	%	56.9	57.4	49.3	52.3	52.5	55.2	50.7	53.5	54.5
All children on track on the AEDC										
On track on no domains	no.	3 185	2 651	3 551	1 641	939	294	148	323	12 732
On track on one or more domains	no.	86 437	61 607	54 711	29 240	16 527	5 877	4 484	2 824	261 707
On track on two or more domains	no.	81 432	58 056	50 348	27 287	15 303	5 484	4 160	2 522	244 592
On track on three or more domains	no.	74 817	53 500	44 968	24 677	13 837	4 962	3 759	2 162	222 682
On track on four or more domains	no.	63 943	46 424	37 394	21 033	11 658	4 273	3 143	1 765	189 633
On track on five domains	no.	50 076	36 715	28 036	15 633	8 976	3 330	2 332	1 264	146 362
Children with a valid domain score	no.	89 622	64 258	58 262	30 881	17 466	6 171	4 632	3 147	274 439
On track on no domains	%	3.6	4.1	6.1	5.3	5.4	4.8	3.2	10.3	4.6
On track on one or more domains	%	96.4	95.9	93.9	94.7	94.6	95.2	96.8	89.7	95.4
On track on two or more domains	%	90.9	90.3	86.4	88.4	87.6	88.9	89.8	80.1	89.1
On track on three or more domains	%	83.5	83.3	77.2	79.9	79.2	80.4	81.2	68.7	81.1
On track on four or more domains	%	71.3	72.2	64.2	68.1	66.7	69.2	67.9	56.1	69.1
On track on five domains	%	55.9	57.1	48.1	50.6	51.4	54.0	50.3	40.2	53.3
2009 (c)										
Aboriginal and Torres Strait Islander children on track on the AEDC										
On track on no domains	no.	398	98	572	330	110	30	12	435	1 985
On track on one or more domains	no.	3 323	521	2 907	1 419	436	281	89	1 005	9 981
On track on two or more domains	no.	2 896	458	2 426	1 203	354	252	76	732	8 397

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
On track on three or more domains	no.	2 447	382	1 906	958	295	216	66	530	6 800
On track on four or more domains	no.	1 888	293	1 418	690	223	175	54	347	5 088
On track on five domains	no.	1 241	197	748	369	146	115	41	188	3 045
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
On track on no domains	%	10.7	15.8	16.4	18.9	20.1	9.6	11.9	30.2	16.6
On track on one or more domains	%	89.3	84.2	83.6	81.1	79.9	90.4	88.1	69.8	83.4
On track on two or more domains	%	77.8	74.0	69.7	68.8	64.8	81.0	75.2	50.8	70.2
On track on three or more domains	%	65.8	61.7	54.8	54.8	54.0	69.5	65.3	36.8	56.8
On track on four or more domains	%	50.7	47.3	40.8	39.5	40.8	56.3	53.5	24.1	42.5
On track on five domains	%	33.4	31.8	21.5	21.1	26.7	37.0	40.6	13.1	25.4
Non-Indigenous children on track on the AEDC										
On track on no domains	no.	3 123	2 416	3 665	1 353	711	318	174	77	11 837
On track on one or more domains	no.	77 572	55 506	46 324	24 135	14 270	5 964	3 966	1 755	229 492
On track on two or more domains	no.	73 123	52 162	42 318	22 544	13 292	5 582	3 714	1 644	214 379
On track on three or more domains	no.	67 076	47 955	37 167	20 311	12 067	5 087	3 381	1 492	194 536
On track on four or more domains	no.	57 429	41 606	30 686	17 212	10 185	4 328	2 816	1 270	165 532
On track on five domains	no.	44 941	32 508	21 021	12 281	7 865	3 329	2 101	931	124 977
Children with a valid domain score	no.	80 695	57 922	49 989	25 488	14 981	6 282	4 140	1 832	241 329
On track on no domains	%	3.9	4.2	7.3	5.3	4.7	5.1	4.2	4.2	4.9
On track on one or more domains	%	96.1	95.8	92.7	94.7	95.3	94.9	95.8	95.8	95.1
On track on two or more domains	%	90.6	90.1	84.7	88.4	88.7	88.9	89.7	89.7	88.8
On track on three or more domains	%	83.1	82.8	74.4	79.7	80.5	81.0	81.7	81.4	80.6
On track on four or more domains	%	71.2	71.8	61.4	67.5	68.0	68.9	68.0	69.3	68.6

TABLE BA.7

Table BA.7 **Children on track on the Australian Early Development Census (AEDC) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
On track on five domains	%	55.7	56.1	42.1	48.2	52.5	53.0	50.7	50.8	51.8
All children on track on the AEDC										
On track on no domains	no.	3 521	2 514	4 237	1 683	821	348	186	512	13 822
On track on one or more domains	no.	80 895	56 027	49 231	25 554	14 706	6 245	4 055	2 760	239 473
On track on two or more domains	no.	76 019	52 620	44 744	23 747	13 646	5 834	3 790	2 376	222 776
On track on three or more domains	no.	69 523	48 337	39 073	21 269	12 362	5 303	3 447	2 022	201 336
On track on four or more domains	no.	59 317	41 899	32 104	17 902	10 408	4 503	2 870	1 617	170 620
On track on five domains	no.	46 182	32 705	21 769	12 650	8 011	3 444	2 142	1 119	128 022
Children with a valid domain score	no.	84 416	58 541	53 468	27 237	15 527	6 593	4 241	3 272	253 295
On track on no domains	%	4.2	4.3	7.9	6.2	5.3	5.3	4.4	15.6	5.5
On track on one or more domains	%	95.8	95.7	92.1	93.8	94.7	94.7	95.6	84.4	94.5
On track on two or more domains	%	90.1	89.9	83.7	87.2	87.9	88.5	89.4	72.6	88.0
On track on three or more domains	%	82.4	82.6	73.1	78.1	79.6	80.4	81.3	61.8	79.5
On track on four or more domains	%	70.3	71.6	60.0	65.7	67.0	68.3	67.7	49.4	67.4
On track on five domains	%	54.7	55.9	40.7	46.4	51.6	52.2	50.5	34.2	50.5

(a) The 5 AEDC domains are: language and cognitive skills; physical health and well being; social competence; emotional maturity and communication skills and general knowledge, which are all inter-related aspects of school readiness. Further information on AEDC results are available at www.aedc.gov.au.

(b) Children classified as on track scored in the highest 75 per cent of the national AEDC population for an AEDC domain.

(c) AEDC Cycle 2 data are used for 2012. The 2009 figures include data from a small additional data collection undertaken in 2010 as part of the first cycle of the AEDC.

Source: Australian Government Department of Education (unpublished) *Australian Early Development Census 2012 and 2009*.

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012 (c)										
Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	2 119	389	1 791	819	267	224	41	425	6 075
Developmentally at risk on one or more domains	no.	2 448	448	2 379	1 228	428	237	56	779	8 003
Developmentally at risk on two or more domains	no.	1 282	225	1 216	629	219	129	20	410	4 130
Developmentally at risk on three or more domains	no.	421	77	442	225	88	57	6	155	1 471
Developmentally at risk on four or more domains	no.	98	11	90	46	17	13	1	35	311
Developmentally at risk on five domains	no.	10	–	10	5	–	3	–	2	30
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
Developmentally at risk on no domains	%	46.4	46.5	42.9	40.0	38.4	48.6	42.3	35.3	43.2
Developmentally at risk on one or more domains	%	53.6	53.5	57.1	60.0	61.6	51.4	57.7	64.7	56.8
Developmentally at risk on two or more domains	%	28.1	26.9	29.2	30.7	31.5	28.0	20.6	34.1	29.3
Developmentally at risk on three or more domains	%	9.2	9.2	10.6	11.0	12.7	12.4	6.2	12.9	10.4
Developmentally at risk on four or more domains	%	2.1	1.3	2.2	2.2	2.4	2.8	1.0	2.9	2.2
Developmentally at risk on five domains	%	0.2	–	0.2	0.2	–	0.7	–	0.2	0.2
Non-Indigenous children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	52 645	39 822	30 119	16 662	9 722	3 465	2 549	1 154	156 138
Developmentally at risk on one or more domains	no.	32 410	23 599	23 973	12 172	7 049	2 245	1 986	789	104 223
Developmentally at risk on two or more domains	no.	15 370	11 081	11 858	5 718	3 460	1 093	987	354	49 921
Developmentally at risk on three or more domains	no.	4 653	3 643	3 965	2 005	1 178	393	325	117	16 279
Developmentally at risk on four or more domains	no.	976	797	848	416	249	100	62	19	3 467
Developmentally at risk on five domains	no.	80	75	83	39	17	8	–	1	303
Children with a valid domain score	no.	85 055	63 421	54 092	28 834	16 771	5 710	4 535	1 943	260 361

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally at risk on no domains	%	61.9	62.8	55.7	57.8	58.0	60.7	56.2	59.4	60.0
Developmentally at risk on one or more domains	%	38.1	37.2	44.3	42.2	42.0	39.3	43.8	40.6	40.0
Developmentally at risk on two or more domains	%	18.1	17.5	21.9	19.8	20.6	19.1	21.8	18.2	19.2
Developmentally at risk on three or more domains	%	5.5	5.7	7.3	7.0	7.0	6.9	7.2	6.0	6.3
Developmentally at risk on four or more domains	%	1.1	1.3	1.6	1.4	1.5	1.8	1.4	1.0	1.3
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.1	0.1	0.1	–	0.1	0.1
All children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	54 764	40 211	31 910	17 481	9 989	3 689	2 590	1 579	162 213
Developmentally at risk on one or more domains	no.	34 858	24 047	26 352	13 400	7 477	2 482	2 042	1 568	112 226
Developmentally at risk on two or more domains	no.	16 652	11 306	13 074	6 347	3 679	1 222	1 007	764	54 051
Developmentally at risk on three or more domains	no.	5 074	3 720	4 407	2 230	1 266	450	331	272	17 750
Developmentally at risk on four or more domains	no.	1 074	808	938	462	266	113	63	54	3 778
Developmentally at risk on five domains	no.	90	75	93	44	17	11	–	3	333
Children with a valid domain score	no.	89 622	64 258	58 262	30 881	17 466	6 171	4 632	3 147	274 439
Developmentally at risk on no domains	%	61.1	62.6	54.8	56.6	57.2	59.8	55.9	50.2	59.1
Developmentally at risk on one or more domains	%	38.9	37.4	45.2	43.4	42.8	40.2	44.1	49.8	40.9
Developmentally at risk on two or more domains	%	18.6	17.6	22.4	20.6	21.1	19.8	21.7	24.3	19.7
Developmentally at risk on three or more domains	%	5.7	5.8	7.6	7.2	7.2	7.3	7.1	8.6	6.5
Developmentally at risk on four or more domains	%	1.2	1.3	1.6	1.5	1.5	1.8	1.4	1.7	1.4
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.1	0.1	0.2	–	0.1	0.1
2009 (c)										
Aboriginal and Torres Strait Islander children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	1 569	265	1 201	628	206	140	51	476	4 536
Developmentally at risk on one or more domains	no.	2 152	354	2 278	1 121	340	171	50	964	7 430

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally at risk on two or more domains	no.	1 091	185	1 153	563	179	82	29	487	3 769
Developmentally at risk on three or more domains	no.	396	75	409	205	72	28	12	177	1 374
Developmentally at risk on four or more domains	no.	87	21	97	49	18	6	2	46	326
Developmentally at risk on five domains	no.	11	2	9	4	4	–	–	4	34
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
Developmentally at risk on no domains	%	42.2	42.8	34.5	35.9	37.7	45.0	50.5	33.1	37.9
Developmentally at risk on one or more domains	%	57.8	57.2	65.5	64.1	62.3	55.0	49.5	66.9	62.1
Developmentally at risk on two or more domains	%	29.3	29.9	33.1	32.2	32.8	26.4	28.7	33.8	31.5
Developmentally at risk on three or more domains	%	10.6	12.1	11.8	11.7	13.2	9.0	11.9	12.3	11.5
Developmentally at risk on four or more domains	%	2.3	3.4	2.8	2.8	3.3	1.9	2.0	3.2	2.7
Developmentally at risk on five domains	%	0.3	0.3	0.3	0.2	0.7	–	–	0.3	0.3
Non-Indigenous children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	49 280	35 499	24 440	13 687	8 648	3 650	2 357	1 037	138 598
Developmentally at risk on one or more domains	no.	31 415	22 423	25 549	11 801	6 333	2 632	1 783	795	102 731
Developmentally at risk on two or more domains	no.	14 986	10 524	12 381	5 621	3 146	1 313	857	340	49 168
Developmentally at risk on three or more domains	no.	4 827	3 651	4 653	2 016	1 091	496	277	125	17 136
Developmentally at risk on four or more domains	no.	1 022	787	1 098	461	269	104	61	24	3 826
Developmentally at risk on five domains	no.	85	70	110	62	22	8	10	2	369
Children with a valid domain score	no.	80 695	57 922	49 989	25 488	14 981	6 282	4 140	1 832	241 329
Developmentally at risk on no domains	%	61.1	61.3	48.9	53.7	57.7	58.1	56.9	56.6	57.4
Developmentally at risk on one or more domains	%	38.9	38.7	51.1	46.3	42.3	41.9	43.1	43.4	42.6
Developmentally at risk on two or more domains	%	18.6	18.2	24.8	22.1	21.0	20.9	20.7	18.6	20.4
Developmentally at risk on three or more domains	%	6.0	6.3	9.3	7.9	7.3	7.9	6.7	6.8	7.1

TABLE BA.8

Table BA.8 **Children developmentally at risk on the AEDC (a), (b)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Developmentally at risk on four or more domains	%	1.3	1.4	2.2	1.8	1.8	1.7	1.5	1.3	1.6
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.1	0.2
All children developmentally at risk on the AEDC										
Developmentally at risk on no domains	no.	50 849	35 764	25 641	14 315	8 854	3 790	2 408	1 513	143 134
Developmentally at risk on one or more domains	no.	33 567	22 777	27 827	12 922	6 673	2 803	1 833	1 759	110 161
Developmentally at risk on two or more domains	no.	16 077	10 709	13 534	6 184	3 325	1 395	886	827	52 937
Developmentally at risk on three or more domains	no.	5 223	3 726	5 062	2 221	1 163	524	289	302	18 510
Developmentally at risk on four or more domains	no.	1 109	808	1 195	510	287	110	63	70	4 152
Developmentally at risk on five domains	no.	96	72	119	66	26	8	10	6	403
Children with a valid domain score	no.	84 416	58 541	53 468	27 237	15 527	6 593	4 241	3 272	253 295
Developmentally at risk on no domains	%	60.2	61.1	48.0	52.6	57.0	57.5	56.8	46.2	56.5
Developmentally at risk on one or more domains	%	39.8	38.9	52.0	47.4	43.0	42.5	43.2	53.8	43.5
Developmentally at risk on two or more domains	%	19.0	18.3	25.3	22.7	21.4	21.2	20.9	25.3	20.9
Developmentally at risk on three or more domains	%	6.2	6.4	9.5	8.2	7.5	7.9	6.8	9.2	7.3
Developmentally at risk on four or more domains	%	1.3	1.4	2.2	1.9	1.8	1.7	1.5	2.1	1.6
Developmentally at risk on five domains	%	0.1	0.1	0.2	0.2	0.2	0.1	0.2	0.2	0.2

(a) The 5 AEDC domains are: language and cognitive skills; physical health and well being; social competence; emotional maturity and communication skills and general knowledge, which are all inter-related aspects of school readiness. Further information on AEDC results are available at www.aedc.gov.au.

(b) Children classified as developmentally at risk scored between 10 per cent and 25 per cent of the national AEDC population for an AEDC domain.

(c) AEDC Cycle 2 data are used for 2012. The 2009 figures include data from a small additional data collection undertaken in 2010 as part of the first cycle of the AEDC.

Source: Australian Government Department of Education (unpublished) *Australian Early Development Census 2012 and 2009*.

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012 (c)										
Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	2 881	504	2 365	1 036	336	291	53	488	7 954
Developmentally vulnerable on one or more domains	no.	1 669	330	1 787	997	356	166	44	708	6 057
Developmentally vulnerable on two or more domains	no.	957	193	1 072	612	247	86	25	456	3 648
Developmentally vulnerable on three or more domains	no.	557	121	651	384	161	41	13	282	2 210
Developmentally vulnerable on four or more domains	no.	295	67	337	200	91	23	4	173	1 190
Developmentally vulnerable on five domains	no.	110	30	129	102	38	11	1	85	506
Children with a valid domain score	no.	4 567	837	4 170	2 047	695	461	97	1 204	14 078
Developmentally vulnerable on no domains	%	63.3	60.4	57.0	51.0	48.6	63.7	54.6	40.8	56.8
Developmentally vulnerable on one or more domains	%	36.7	39.6	43.0	49.0	51.4	36.3	45.4	59.2	43.2
Developmentally vulnerable on two or more domains	%	21.0	23.2	25.8	30.1	35.7	18.8	26.3	38.2	26.0
Developmentally vulnerable on three or more domains	%	12.2	14.5	15.7	18.9	23.3	8.9	13.4	23.7	15.8
Developmentally vulnerable on four or more domains	%	6.5	8.0	8.1	9.8	13.1	5.0	4.1	14.5	8.5
Developmentally vulnerable on five domains	%	2.4	3.6	3.1	5.0	5.5	2.4	1.0	7.1	3.6
Non-Indigenous children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	68 318	50 673	40 412	22 547	12 904	4 487	3 531	1 523	204 395
Developmentally vulnerable on one or more domains	no.	16 053	12 077	13 430	6 051	3 759	1 142	966	398	53 876
Developmentally vulnerable on two or more domains	no.	7 232	5 860	6 929	2 837	1 879	532	429	197	25 895
Developmentally vulnerable on three or more domains	no.	3 456	3 047	3 657	1 461	968	276	204	107	13 176
Developmentally vulnerable on four or more domains	no.	1 517	1 467	1 747	694	447	131	70	49	6 122
Developmentally vulnerable on five domains	no.	453	515	648	255	152	42	21	9	2 095
Children with a valid domain score	no.	97 029	73 639	66 823	33 845	20 109	6 610	5 221	2 283	305 559

TABLE BA.9

Table BA.9 Children developmentally vulnerable on the AEDC (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally vulnerable on no domains	%	81.0	80.8	75.1	78.8	77.4	79.7	78.5	79.3	79.1
Developmentally vulnerable on one or more domains	%	19.0	19.2	24.9	21.2	22.6	20.3	21.5	20.7	20.9
Developmentally vulnerable on two or more domains	%	8.5	9.3	12.8	9.9	11.2	9.4	9.5	10.2	10.0
Developmentally vulnerable on three or more domains	%	4.1	4.8	6.8	5.1	5.8	4.9	4.5	5.5	5.1
Developmentally vulnerable on four or more domains	%	1.8	2.3	3.2	2.4	2.7	2.3	1.5	2.5	2.4
Developmentally vulnerable on five domains	%	0.5	0.8	1.2	0.9	0.9	0.7	0.5	0.5	0.8
All children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	71 199	51 177	42 777	23 583	13 240	4 778	3 584	2 011	212 349
Developmentally vulnerable on one or more domains	no.	17 722	12 407	15 217	7 048	4 115	1 308	1 010	1 106	59 933
Developmentally vulnerable on two or more domains	no.	8 189	6 053	8 001	3 449	2 126	618	454	653	29 543
Developmentally vulnerable on three or more domains	no.	4 013	3 168	4 308	1 845	1 129	317	217	389	15 386
Developmentally vulnerable on four or more domains	no.	1 812	1 534	2 084	894	538	154	74	222	7 312
Developmentally vulnerable on five domains	no.	563	545	777	357	190	53	22	94	2 601
Children with a valid domain score	no.	89 622	64 258	58 262	30 881	17 466	6 171	4 632	3 147	274 439
Developmentally vulnerable on no domains	%	80.1	80.5	73.8	77.0	76.3	78.5	78.0	64.5	78.0
Developmentally vulnerable on one or more domains	%	19.9	19.5	26.2	23.0	23.7	21.5	22.0	35.5	22.0
Developmentally vulnerable on two or more domains	%	9.2	9.5	13.8	11.2	12.2	10.1	9.8	20.9	10.8
Developmentally vulnerable on three or more domains	%	4.5	4.9	7.4	6.0	6.5	5.2	4.7	12.4	5.6
Developmentally vulnerable on four or more domains	%	2.0	2.4	3.6	2.9	3.1	2.5	1.6	7.1	2.7
Developmentally vulnerable on five domains	%	0.6	0.8	1.3	1.2	1.1	0.9	0.5	3.0	0.9
2009 (c)										
Aboriginal and Torres Strait Islander children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	2 262	356	1 705	825	276	203	64	453	6 144
Developmentally vulnerable on one or more domains	no.	1 449	262	1 757	915	269	107	37	980	5 776

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally vulnerable on two or more domains	no.	836	164	1 085	564	175	65	26	716	3 631
Developmentally vulnerable on three or more domains	no.	459	92	648	346	111	33	13	514	2 216
Developmentally vulnerable on four or more domains	no.	227	56	352	198	67	14	6	313	1 233
Developmentally vulnerable on five domains	no.	78	27	146	90	29	7	4	129	510
Children with a valid domain score	no.	3 721	619	3 479	1 749	546	311	101	1 440	11 966
Developmentally vulnerable on no domains	%	61.0	57.6	49.2	47.4	50.6	65.5	63.4	31.6	51.5
Developmentally vulnerable on one or more domains	%	39.0	42.4	50.8	52.6	49.4	34.5	36.6	68.4	48.5
Developmentally vulnerable on two or more domains	%	22.5	26.6	31.3	32.5	32.3	20.9	25.7	50.2	30.5
Developmentally vulnerable on three or more domains	%	12.3	14.9	18.7	19.9	20.5	10.6	12.9	36.1	18.6
Developmentally vulnerable on four or more domains	%	6.1	9.1	10.2	11.4	12.3	4.5	5.9	22.0	10.3
Developmentally vulnerable on five domains	%	2.1	4.4	4.2	5.2	5.3	2.3	4.0	9.0	4.3
Non-Indigenous children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	63 941	46 121	35 736	19 594	11 657	4 941	3 217	1 393	186 600
Developmentally vulnerable on one or more domains	no.	16 507	11 570	14 105	5 818	3 267	1 332	905	412	53 916
Developmentally vulnerable on two or more domains	no.	7 832	5 671	7 376	2 753	1 611	647	437	177	26 504
Developmentally vulnerable on three or more domains	no.	3 841	2 879	4 003	1 348	829	333	222	92	13 547
Developmentally vulnerable on four or more domains	no.	1 803	1 406	2 028	669	391	167	106	50	6 620
Developmentally vulnerable on five domains	no.	584	477	796	263	150	62	34	14	2 380
Children with a valid domain score	no.	80 695	57 922	49 989	25 488	14 981	6 282	4 140	1 832	241 329
Developmentally vulnerable on no domains	%	79.5	79.9	71.7	77.1	78.1	78.8	78.0	77.2	77.6
Developmentally vulnerable on one or more domains	%	20.5	20.1	28.3	22.9	21.9	21.2	22.0	22.8	22.4
Developmentally vulnerable on two or more domains	%	9.7	9.8	14.8	10.8	10.8	10.3	10.6	9.7	11.0
Developmentally vulnerable on three or more domains	%	4.8	5.0	8.0	5.3	5.5	5.3	5.4	5.0	5.6

TABLE BA.9

Table BA.9 **Children developmentally vulnerable on the AEDC (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Developmentally vulnerable on four or more domains	%	2.2	2.4	4.1	2.6	2.6	2.7	2.6	2.7	2.7
Developmentally vulnerable on five domains	%	0.7	0.8	1.6	1.0	1.0	1.0	0.8	0.8	1.0
All children developmentally vulnerable on the AEDC										
Developmentally vulnerable on no domains	no.	66 203	46 477	37 441	20 419	11 933	5 144	3 281	1 846	192 744
Developmentally vulnerable on one or more domains	no.	17 956	11 832	15 862	6 733	3 536	1 439	942	1 392	59 692
Developmentally vulnerable on two or more domains	no.	8 668	5 835	8 461	3 317	1 786	712	463	893	30 135
Developmentally vulnerable on three or more domains	no.	4 300	2 971	4 651	1 694	940	366	235	606	15 763
Developmentally vulnerable on four or more domains	no.	2 030	1 462	2 380	867	458	181	112	363	7 853
Developmentally vulnerable on five domains	no.	662	504	942	353	179	69	38	143	2 890
Children with a valid domain score	no.	84 416	58 541	53 468	27 237	15 527	6 593	4 241	3 272	253 295
Developmentally vulnerable on no domains	%	78.7	79.7	70.2	75.2	77.1	78.1	77.7	57.0	76.4
Developmentally vulnerable on one or more domains	%	21.3	20.3	29.8	24.8	22.9	21.9	22.3	43.0	23.6
Developmentally vulnerable on two or more domains	%	10.3	10.0	15.9	12.2	11.5	10.8	10.9	27.5	11.9
Developmentally vulnerable on three or more domains	%	5.1	5.1	8.7	6.2	6.1	5.6	5.5	18.6	6.2
Developmentally vulnerable on four or more domains	%	2.4	2.5	4.5	3.2	3.0	2.7	2.6	11.2	3.1
Developmentally vulnerable on five domains	%	0.8	0.9	1.8	1.3	1.2	1.0	0.9	4.4	1.1

(a) The 5 AEDC domains are: language and cognitive skills; physical health and well being; social competence; emotional maturity and communication skills and general knowledge, which are all inter-related aspects of school readiness. Further information on AEDC results are available at www.aedc.gov.au.

(b) Children classified as developmentally vulnerable scored in the lowest 10 per cent of the national AEDC population for an AEDC domain.

(c) AEDC Cycle 2 data are used for 2012. The 2009 figures include data from a small additional data collection undertaken in 2010 as part of the first cycle of the AEDC.

Source: Australian Government Department of Education (unpublished) *Australian Early Development Census 2012 and 2009*.

TABLE BA.10

Table BA.10 Children engaged in informal reading learning activities, 2011 (a), (b)

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

Table BA.10 **Children engaged in informal reading learning activities, 2011 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Proportions are determined using the number of children involved in home based reading activities by the population for the jurisdiction.
- (b) As data are from a survey, the *Childhood Education and Care Survey*, they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution.
- (c) Totals may not add due to rounding.

Source: ABS (unpublished) Childhood Education and Care, Australia, June 2011, Cat. no. 4402.0, Canberra

TABLE BA.11

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
15–19 years										
Number of students (May)										
Not enrolled	'000	74.7	59.1	77.6	37.6	17.4	5.9	4.0	3.1	281.7
Enrolled										
Higher education	'000	79.5	56.8	46.6	29.4	13.1	3.2	4.2	2.0	234.6
TAFE	'000	36.4	25.6	30.8	15.3	8.0	2.8	1.3	np	119.4
Other	'000	4.9	7.0	6.9	2.8	3.1	np	np	–	27.5
School	'000	272.6	207.9	147.6	69.9	62.9	21.0	14.0	7.8	805.7
Total enrolled	'000	392.9	298.6	235.2	117.2	87.9	27.7	20.1	10.6	1 186.9
Total	'000	467.6	355.9	313.3	153.9	105.9	33.5	23.2	13.7	1 469.7
Proportion of students (May)										
Not enrolled	%	16.0 ± 2.7	16.6 ± 2.7	24.8 ± 4.3	24.4 ± 4.0	16.4 ± 3.4	17.6 ± 5.3	17.2 ± 7.6	22.6 ± 7.2	19.2 ± 1.4
Enrolled										
Higher education	%	17.0 ± 2.4	16.0 ± 2.6	14.9 ± 3.4	19.1 ± 3.8	12.4 ± 3.4	9.6 ± 4.0	18.1 ± 8.3	14.6 ± 8.5	16.0 ± 1.3
TAFE	%	7.8 ± 1.8	7.2 ± 1.6	9.8 ± 3.2	9.9 ± 3.0	7.6 ± 2.6	8.4 ± 4.5	5.6 ± 4.4	np	8.1 ± 0.9
Other	%	1.0 ± 0.8	2.0 ± 1.0	2.2 ± 1.5	1.8 ± 1.6	2.9 ± 1.8	np	np	np	1.9 ± 0.5
School	%	58.3 ± 2.0	58.4 ± 2.5	47.1 ± 2.6	45.4 ± 4.1	59.4 ± 2.7	62.7 ± 6.6	60.3 ± 5.9	56.9 ± 5.6	54.8 ± 1.2
Total enrolled	%	84.0 ± 2.6	83.9 ± 2.9	75.1 ± 4.6	76.2 ± 5.5	83.0 ± 3.4	82.7 ± 5.2	86.6 ± 7.3	77.4 ± 8.1	80.8 ± 1.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
20–24 years										
Number of students (May)										
Not enrolled	'000	299.8	220.1	227.8	118.0	63.9	19.9	14.9	10.1	978.6
Enrolled										
Higher education	'000	142.9	138.5	77.6	49.8	33.0	8.4	12.3	2.9	463.8
TAFE	'000	56.4	43.7	21.5	10.7	12.6	2.5	1.7	np	152.0
Other	'000	19.0	12.7	14.6	5.5	5.7	1.4	0.7	–	60.5

TABLE BA.11

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
School	'000	np	np	np	np	np	–	–	–	10.0
Total enrolled	'000	223.5	198.9	115.1	65.3	52.3	13.0	14.7	2.7	682.8
Total	'000	522.7	420.5	340.4	184.1	115.3	31.8	30.1	13.1	1 660.5
Proportion of students (May)										
Not enrolled	%	57.4 ± 3.5	52.3 ± 3.2	66.9 ± 4.5	64.1 ± 5.8	55.4 ± 4.9	62.6 ± 9.2	49.5 ± 11.1	77.1 ± 8.4	58.9 ± 1.4
Enrolled										
Higher education	%	27.3 ± 3.3	32.9 ± 3.8	22.8 ± 4.0	27.1 ± 5.7	28.6 ± 4.9	26.4 ± 8.5	40.9 ± 9.8	22.1 ± 11.2	27.9 ± 1.8
TAFE	%	10.8 ± 2.3	10.4 ± 2.4	6.3 ± 1.9	5.8 ± 2.2	10.9 ± 3.4	7.9 ± 4.7	5.6 ± 3.8	np	9.2 ± 1.1
Other	%	3.6 ± 1.7	3.0 ± 1.2	4.3 ± 1.9	3.0 ± 1.5	4.9 ± 2.3	4.4 ± 3.0	2.3 ± 2.2	np	3.6 ± 0.7
School	%	np	np	np	np	np	np	np	np	0.6 ± 0.3
Total enrolled	%	42.8 ± 3.5	47.3 ± 3.2	33.8 ± 4.2	35.5 ± 5.8	45.4 ± 4.9	40.9 ± 9.3	48.8 ± 11.1	20.6 ± 11.4	41.1 ± 1.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15–24 years										
Number of students (May)										
Not enrolled	'000	377.6	278.3	305.8	157.5	82.2	24.7	19.1	13.5	1 258.2
Enrolled										
Higher education	'000	221.8	197.1	122.7	77.5	45.4	11.8	16.5	4.1	697.1
TAFE	'000	96.0	69.0	53.2	26.3	21.8	6.2	3.3	np	274.0
Other	'000	24.5	23.3	22.1	8.6	8.0	2.2	np	–	88.2
School	'000	277.1	207.9	150.3	70.4	64.9	21.1	14.0	7.8	813.9
Total enrolled	'000	614.6	495.2	348.8	183.6	138.9	41.2	34.0	13.9	1 872.2
Total	'000	993.3	774.9	656.6	341.1	220.8	65.6	53.3	27.5	3 129.6
Proportion of students (May)										
Not enrolled	%	38.0 ± 2.1	35.9 ± 2.0	46.6 ± 2.8	46.2 ± 4.2	37.2 ± 3.2	37.7 ± 5.9	35.8 ± 6.5	49.1 ± 7.7	40.2 ± 1.1
Enrolled										
Higher education	%	22.3 ± 1.9	25.4 ± 2.6	18.7 ± 2.8	22.7 ± 4.1	20.6 ± 3.0	18.0 ± 5.0	31.0 ± 7.3	14.9 ± 7.4	22.3 ± 1.2
TAFE	%	9.7 ± 1.5	8.9 ± 1.6	8.1 ± 1.7	7.7 ± 1.8	9.9 ± 2.4	9.5 ± 3.4	6.2 ± 2.4	np	8.8 ± 0.8

TABLE BA.11

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other	%	2.5 ± 0.9	3.0 ± 0.8	3.4 ± 1.3	2.5 ± 1.0	3.6 ± 1.3	3.4 ± 2.3	np	np	2.8 ± 0.5
School	%	27.9 ± 0.9	26.8 ± 1.3	22.9 ± 1.3	20.6 ± 2.0	29.4 ± 1.6	32.2 ± 3.5	26.3 ± 2.6	28.4 ± 1.8	26.0 ± 0.6
Total enrolled	%	61.9 ± 2.2	63.9 ± 2.1	53.1 ± 2.7	53.8 ± 4.7	62.9 ± 3.2	62.8 ± 5.8	63.8 ± 6.5	50.5 ± 3.1	59.8 ± 1.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
17–24 years										
Number of students (May)										
Not enrolled, May 2013	'000	373.5	274.7	303.0	155.6	82.2	24.5	19.3	13.8	1 246.7
Enrolled, May 2013										
Higher education	'000	221.8	197.1	122.7	77.5	45.4	11.8	16.5	4.6	696.5
TAFE	'000	90.7	64.9	48.5	23.5	20.8	6.2	3.3	np	258.5
Other	'000	24.5	22.3	23.4	8.6	7.8	1.8	np	–	84.7
School	'000	106.7	77.2	33.8	18.9	22.8	8.8	5.7	3.4	275.9
Total enrolled	'000	438.8	359.9	229.8	128.2	97.5	28.1	26.2	8.7	1 317.1
Total	'000	810.5	636.6	530.7	282.4	179.9	52.3	44.6	22.5	2 564.2
Proportion of students (May)										
Not enrolled	%	46.1 ± 2.6	43.2 ± 2.4	57.1 ± 3.3	55.1 ± 5.1	45.7 ± 3.9	46.8 ± 7.1	43.3 ± 7.7	61.3 ± 8.2	48.6 ± 1.3
Enrolled										
Higher education	%	27.4 ± 2.4	31.0 ± 3.1	23.1 ± 3.5	27.4 ± 5.0	25.2 ± 3.6	22.6 ± 6.2	37.0 ± 8.7	20.4 ± 8.6	27.2 ± 1.5
TAFE	%	11.2 ± 1.8	10.2 ± 1.8	9.1 ± 2.1	8.3 ± 2.2	11.6 ± 2.9	11.9 ± 4.2	7.4 ± 2.9	np	10.1 ± 0.9
Other	%	3.0 ± 1.1	3.5 ± 1.0	4.4 ± 1.5	3.0 ± 1.2	4.3 ± 1.5	3.4 ± 2.8	np	np	3.3 ± 0.6
School	%	13.2 ± 1.2	12.1 ± 1.2	6.4 ± 1.0	6.7 ± 1.4	12.7 ± 2.0	16.8 ± 3.9	12.8 ± 2.2	15.1 ± 3.3	10.8 ± 0.5
Total enrolled	%	54.1 ± 2.8	56.5 ± 2.4	43.3 ± 3.2	45.4 ± 5.1	54.2 ± 4.0	53.7 ± 6.8	58.7 ± 7.8	38.7 ± 4.6	51.4 ± 1.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
25–29										
Number of students (May)										
Not enrolled	'000	438.5	373.2	284.1	180.4	97.6	23.4	26.2	13.8	1 436.6
Enrolled										

TABLE BA.11

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Higher education	'000	54.1	35.1	35.9	12.3	9.6	3.1	4.2	1.7	159.4
TAFE	'000	23.4	16.8	9.0	6.8	3.7	1.8	1.4	np	59.9
Other	'000	23.7	18.3	16.1	np	5.9	np	1.0	0.8	71.5
School	'000	4.9	np	np	–	–	–	–	–	6.4
Total enrolled	'000	109.3	73.3	61.6	22.0	18.3	6.1	5.5	3.4	298.1
Total	'000	544.7	447.5	344.0	204.0	114.4	28.8	32.8	17.4	1 735.6
Proportion of students (May)										
Not enrolled	%	80.5 ± 3.3	83.4 ± 2.9	82.6 ± 2.6	88.4 ± 2.8	85.3 ± 3.4	81.3 ± 5.3	79.9 ± 5.2	79.3 ± 8.0	82.8 ± 1.3
Enrolled										
Higher education	%	9.9 ± 2.8	7.8 ± 2.5	10.4 ± 2.1	6.0 ± 2.4	8.4 ± 2.9	10.8 ± 5.7	12.8 ± 4.9	9.8 ± 5.8	9.2 ± 1.2
TAFE	%	4.3 ± 1.6	3.8 ± 1.4	2.6 ± 1.3	3.3 ± 2.0	3.2 ± 2.0	6.3 ± 4.2	4.3 ± 3.4	np	3.5 ± 0.7
Other	%	4.4 ± 1.7	4.1 ± 1.4	4.7 ± 1.8	np	5.2 ± 2.0	np	3.0 ± 2.2	4.6 ± 3.5	4.1 ± 0.7
School	%	0.9 ± 0.7	np	np	np	np	np	np	np	0.4 ± 0.3
Total enrolled	%	20.1 ± 3.3	16.4 ± 2.7	17.9 ± 2.6	10.8 ± 2.9	16.0 ± 3.6	21.2 ± 5.5	16.8 ± 5.3	19.5 ± 6.1	17.2 ± 1.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15–64										
Number of students (May)										
Not enrolled	'000	4 005.3	3 131.3	2 574.7	1 410.1	879.1	263.9	204.1	121.3	12 591.9
Enrolled										
Higher education	'000	367.1	307.2	218.0	117.9	83.2	21.3	29.1	12.1	1 157.1
TAFE	'000	179.6	126.0	100.8	57.7	41.3	12.5	7.8	3.0	528.8
Other	'000	110.1	99.1	91.5	35.3	32.9	8.2	5.0	2.3	381.0
School	'000	281.6	209.9	154.4	71.0	65.6	21.3	14.0	7.8	827.9
Total enrolled	'000	940.0	740.3	568.0	281.3	221.2	64.2	56.8	25.5	2 896.7
Total	'000	4 946.4	3 871.6	3 143.7	1 691.4	1 101.5	327.8	260.6	146.2	15 487.8
Proportion of students (May)										
Not enrolled	%	81.0 ± 0.7	80.9 ± 0.7	81.9 ± 0.8	83.4 ± 1.2	79.8 ± 1.0	80.5 ± 1.7	78.3 ± 1.8	83.0 ± 1.4	81.3 ± 0.3

Table BA.11 Participation in education and training, by age group, by institution type, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Enrolled										
Higher education	%	7.4 ±0.5	7.9 ±0.6	6.9 ±0.8	7.0 ±1.1	7.6 ±0.9	6.5 ±1.5	11.2 ±2.2	8.3 ±1.7	7.5 ±0.3
TAFE	%	3.6 ±0.4	3.3 ±0.5	3.2 ±0.5	3.4 ±0.5	3.7 ±0.7	3.8 ±0.9	3.0 ±0.8	2.1 ±0.9	3.4 ±0.2
Other	%	2.2 ±0.4	2.6 ±0.2	2.9 ±0.5	2.1 ±0.5	3.0 ±0.5	2.5 ±0.8	1.9 ±0.7	1.6 ±0.7	2.5 ±0.2
School	%	5.7 ±0.2	5.4 ±0.3	4.9 ±0.3	4.2 ±0.4	6.0 ±0.3	6.5 ±0.7	5.4 ±0.5	5.3 ±0.8	5.3 ±0.1
Total enrolled	%	19.0 ±0.7	19.1 ±0.7	18.1 ±0.8	16.6 ±1.3	20.1 ±1.1	19.6 ±1.7	21.8 ±1.9	17.4 ±1.7	18.7 ±0.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Student participation may be underestimated as data are for participation at May, and not for the whole year.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (d) The SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (e) Totals may not add due to rounding and/or not published data.
– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished TableBuilder) *Education and Work, Australia, May 2013*, Cat. no. 6227.0.

TABLE BA.12

Table BA.12 **Participation in education and training, by single year of age, by institution type (national only) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	15	16	17	18	19	20	21	22	23	24
2013											
Number of students (May)											
Not enrolled	'000	np	11.1	41.3	98.2	128.6	131.5	164.9	191.7	230.8	260.7
Enrolled											
Higher education	'000	–	np	19.4	101.7	115.0	127.0	112.0	97.9	69.4	55.8
TAFE	'000	–	11.4	17.0	49.6	40.0	44.4	31.4	30.6	24.0	22.1
Other	'000	–	3.0	3.2	10.4	12.0	11.1	12.8	10.2	15.2	10.7
School	'000	279.5	258.9	209.0	44.1	12.7	np	np	np	np	–
Total enrolled	'000	279.0	273.4	248.0	206.5	179.8	185.1	155.6	141.4	112.7	89.8
Total	'000	283.8	285.6	290.4	305.6	305.4	315.6	320.5	332.2	342.1	350.1
Participation rate (May)											
Not enrolled	%	np	3.9 ± 1.6	14.2 ± 2.6	32.1 ± 4.1	42.1 ± 4.1	41.7 ± 3.7	51.5 ± 3.6	57.7 ± 4.1	67.5 ± 4.1	74.5 ± 3.1
Enrolled											
Higher education	%	np	np	6.7 ± 2.6	33.3 ± 4.1	37.7 ± 4.0	40.2 ± 4.0	34.9 ± 3.9	29.5 ± 3.3	20.3 ± 3.2	15.9 ± 3.3
TAFE	%	np	4.0 ± 1.8	5.9 ± 1.8	16.2 ± 3.4	13.1 ± 2.8	14.1 ± 2.7	9.8 ± 2.6	9.2 ± 2.6	7.0 ± 2.5	6.3 ± 1.6
Other	%	np	1.1 ± 0.8	1.1 ± 0.7	3.4 ± 1.2	3.9 ± 1.6	3.5 ± 1.7	4.0 ± 1.4	3.1 ± 1.6	4.4 ± 1.6	3.1 ± 1.8
School	%	98.5 ± 1.1	90.7 ± 1.6	72.0 ± 2.6	14.4 ± 2.5	4.2 ± 2.2	np	np	np	np	np
Total enrolled	%	98.3 ± 1.0	95.7 ± 1.2	85.4 ± 3.0	67.6 ± 4.2	58.9 ± 4.4	58.7 ± 3.5	48.5 ± 3.7	42.6 ± 4.2	32.9 ± 4.2	25.6 ± 2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012											
Number of students (May)											
Not enrolled	'000	4.0	14.8	43.4	109.0	116.5	128.4	167.5	207.0	217.2	247.5
Enrolled											
Higher education	'000	–	np	23.9	93.6	116.2	128.0	np	94.8	82.6	56.3
TAFE	'000	np	9.8	24.6	51.6	55.2	40.9	36.1	21.1	18.7	15.1

TABLE BA.12

Table BA.12 **Participation in education and training, by single year of age, by institution type (national only) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	15	16	17	18	19	20	21	22	23	24
Other	'000	–	3.5	5.4	12.7	10.1	12.4	9.3	10.7	14.7	14.3
School	'000	275.5	np	195.3	30.8	7.3	np	np	–	–	–
Total enrolled	'000	276.5	267.3	249.1	188.7	188.8	182.4	158.9	126.6	116.0	85.6
Total	'000	280.5	282.0	292.5	297.7	305.4	310.8	326.4	333.5	333.2	333.1
Participation rate (May)											
Not enrolled	%	1.4 ± 1.0	5.2 ± 1.9	14.8 ± 2.4	36.6 ± 3.5	38.1 ± 3.6	41.3 ± 4.6	51.3 ± 3.1	62.1 ± 4.1	65.2 ± 3.9	74.3 ± 3.0
Enrolled											
Higher education	%	–	np	8.2 ± 2.3	31.4 ± 4.2	38.0 ± 3.4	41.2 ± 3.8	np	28.4 ± 3.5	24.8 ± 3.1	16.9 ± 3.2
TAFE	%	np	3.5 ± 1.6	8.4 ± 1.9	17.3 ± 3.4	18.1 ± 2.8	13.2 ± 3.0	11.1 ± 2.5	6.3 ± 1.3	5.6 ± 1.2	4.5 ± 1.5
Other	%	–	1.2 ± 0.7	1.8 ± 1.2	4.3 ± 1.8	3.3 ± 1.5	4.0 ± 1.5	2.8 ± 1.4	3.2 ± 1.6	4.4 ± 1.6	4.3 ± 1.8
School	%	98.2 ± 1.0	np	66.8 ± 2.8	10.3 ± 2.5	2.4 ± 1.0	np	np	–	–	–
Total enrolled	%	98.6 ± 1.0	94.8 ± 1.9	85.2 ± 2.4	63.4 ± 3.5	61.8 ± 3.6	58.7 ± 4.6	48.7 ± 3.1	38.0 ± 4.1	34.8 ± 3.9	25.7 ± 3.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011											
Number of students (May)											
Not enrolled	'000	4.4	16.3	54.4	116.9	113.5	135.6	171.9	189.1	222.8	245.2
Enrolled											
Higher education	'000	np	np	21.8	77.4	127.5	118.1	111.1	100.0	69.1	47.9
TAFE	'000	2.8	13.7	22.4	61.8	47.6	47.8	35.9	19.8	26.7	20.1
Other	'000	np	np	2.2	12.8	10.4	15.2	np	np	13.3	22.0
School	'000	278.0	258.6	192.8	33.3	5.8	np	np	np	–	–
Total enrolled	'000	281.2	275.0	239.3	185.4	191.3	182.5	158.5	140.1	109.1	89.9
Total	'000	285.6	291.3	293.7	302.3	304.7	318.1	330.4	329.2	331.9	335.2
Participation rate (May)											
Not enrolled	%	1.5 ± 0.7	5.6 ± 1.7	18.5 ± 2.4	38.7 ± 3.8	37.2 ± 3.0	42.6 ± 4.2	52.0 ± 3.5	57.4 ± 4.4	67.1 ± 3.9	73.2 ± 3.5

Table BA.12 **Participation in education and training, by single year of age, by institution type (national only) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	15	16	17	18	19	20	21	22	23	24
Enrolled											
Higher education	%	np	np	7.4 ± 2.0	25.6 ± 3.1	41.8 ± 4.1	37.1 ± 4.0	33.6 ± 3.4	30.4 ± 3.2	20.8 ± 3.1	14.3 ± 3.0
TAFE	%	1.0 ± 0.8	4.7 ± 1.3	7.6 ± 2.2	20.4 ± 3.7	15.6 ± 2.9	15.0 ± 2.6	10.9 ± 2.2	6.0 ± 2.0	8.0 ± 2.3	6.0 ± 2.2
Other	%	np	np	0.7 ± 0.6	4.2 ± 1.3	3.4 ± 1.5	4.8 ± 1.5	np	np	4.0 ± 2.3	6.6 ± 2.3
School	%	97.3 ± 1.1	88.8 ± 2.0	65.6 ± 3.4	11.0 ± 2.3	1.9 ± 1.1	np	np	np	–	–
Total enrolled	%	98.5 ± 0.7	94.4 ± 1.7	81.5 ± 2.4	61.3 ± 3.8	62.8 ± 3.0	57.4 ± 4.2	48.0 ± 3.5	42.6 ± 4.4	32.9 ± 3.9	26.8 ± 3.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Student participation may be underestimated as data are participation at May, and not for the whole year. Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at Higher education institutions are included under Higher education institutions in these data.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (d) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (e) Totals may not add due to rounding and/or not published data.
- (f) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished and TableBuilder) Education and Work, Australia, May 2011, 2012 and 2013, Cat. no. 6227.0.

TABLE BA.13

Table BA.13 Participation in education and training, by age group (per cent) (a), (b), (c), (d), (e)

Age group	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2013									
15–19	84.0 ± 2.6	83.9 ± 2.9	75.1 ± 4.6	76.2 ± 5.5	83.0 ± 3.4	82.7 ± 5.2	86.6 ± 7.3	77.4 ± 8.1	80.8 ± 1.7
17–24	54.1 ± 2.8	56.5 ± 2.4	43.3 ± 3.2	45.4 ± 5.1	54.2 ± 4.0	53.7 ± 6.8	58.7 ± 7.8	38.7 ± 4.6	51.4 ± 1.2
20–24	42.8 ± 3.5	47.3 ± 3.2	33.8 ± 4.2	35.5 ± 5.8	45.4 ± 4.9	40.9 ± 9.3	48.8 ± 11.1	20.6 ± 11.4	41.1 ± 1.4
25–29	20.1 ± 3.3	16.4 ± 2.7	17.9 ± 2.6	10.8 ± 2.9	16.0 ± 3.6	21.2 ± 5.5	16.8 ± 5.3	19.5 ± 6.1	17.2 ± 1.3
15–64	19.0 ± 0.7	19.1 ± 0.7	18.1 ± 0.8	16.6 ± 1.3	20.1 ± 1.1	19.6 ± 1.7	21.8 ± 1.9	17.4 ± 1.7	18.7 ± 0.3
2012									
15–19	82.8 ± 2.8	84.3 ± 1.9	73.5 ± 3.4	77.2 ± 4.7	80.8 ± 4.3	80.4 ± 4.3	81.3 ± 5.3	70.5 ± 9.9	80.3 ± 1.3
20–24	46.2 ± 3.6	44.4 ± 3.5	33.9 ± 4.0	32.9 ± 4.3	37.4 ± 5.3	37.2 ± 9.8	53.1 ± 9.3	17.4 ± 6.6	40.9 ± 1.8
25–29	18.0 ± 2.5	17.7 ± 2.6	14.6 ± 2.5	16.7 ± 3.2	19.3 ± 4.6	14.7 ± 5.8	23.8 ± 7.5	18.8 ± 6.3	17.3 ± 1.4
15–64	20.1 ± 0.8	19.4 ± 0.8	17.4 ± 0.8	17.4 ± 1.0	19.0 ± 0.9	18.9 ± 1.6	22.5 ± 2.3	16.0 ± 1.9	19.0 ± 0.4
2011									
15–19	79.5 ± 2.0	86.9 ± 2.1	72.0 ± 3.2	74.3 ± 5.1	80.8 ± 3.7	84.5 ± 4.5	83.4 ± 5.5	63.6 ± 6.7	79.3 ± 1.1
20–24	44.3 ± 4.6	43.5 ± 3.2	35.6 ± 3.7	37.6 ± 5.1	42.6 ± 4.4	35.4 ± 6.7	53.9 ± 9.1	23.9 ± 9.4	41.4 ± 2.2
25–29	21.9 ± 2.4	18.7 ± 3.6	17.7 ± 3.1	12.8 ± 2.7	14.5 ± 3.7	19.0 ± 6.3	22.3 ± 6.8	11.5 ± 4.9	18.6 ± 1.4
15–64	20.5 ± 1.0	20.1 ± 0.7	18.5 ± 0.8	17.2 ± 1.1	19.3 ± 1.1	19.7 ± 1.6	23.2 ± 1.8	14.7 ± 1.5	19.5 ± 0.4
2010									
15–19	81.4 ± 3.1	85.0 ± 3.0	71.1 ± 3.1	70.7 ± 4.8	73.8 ± 4.4	77.3 ± 4.8	86.7 ± 4.1	72.5 ± 11.4	78.3 ± 1.5
20–24	45.2 ± 3.4	46.0 ± 3.8	32.8 ± 2.9	33.2 ± 5.6	42.3 ± 4.4	32.2 ± 6.1	49.1 ± 7.4	22.7 ± 7.0	41.1 ± 1.7
25–29	20.6 ± 3.0	19.6 ± 2.9	19.0 ± 2.5	14.3 ± 4.2	22.7 ± 4.1	14.6 ± 4.7	25.0 ± 5.9	18.5 ± 6.1	19.5 ± 1.8
15–64	20.6 ± 0.7	20.4 ± 0.9	18.1 ± 0.8	17.0 ± 1.2	19.4 ± 1.4	18.0 ± 1.0	24.2 ± 2.0	19.7 ± 2.5	19.6 ± 0.5
2009									
15–19	80.5 ± 3.5	82.0 ± 3.2	67.7 ± 4.0	73.4 ± 6.5	76.7 ± 3.6	77.7 ± 6.9	84.3 ± 7.7	62.9 ± 7.3	77.0 ± 1.6
20–24	43.3 ± 4.6	42.5 ± 4.1	33.8 ± 6.7	37.0 ± 5.6	39.4 ± 5.5	35.3 ± 8.9	44.1 ± 10.5	22.8 ± 6.6	39.9 ± 2.3
25–29	17.8 ± 3.8	16.3 ± 2.3	14.4 ± 3.5	14.4 ± 3.3	16.8 ± 4.8	17.4 ± 5.8	28.8 ± 4.6	11.0 ± 5.7	16.4 ± 1.3

Table BA.13 **Participation in education and training, by age group (per cent) (a), (b), (c), (d), (e)**

<i>Age group</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
15–64	19.9 ± 1.1	19.4 ± 0.8	17.3 ± 1.3	17.2 ± 1.3	18.5 ± 1.1	19.4 ± 1.8	23.3 ± 2.7	16.1 ± 1.7	18.9 ± 0.4

- (a) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (d) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT 15–74 year old population.
- (e) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Source: ABS (unpublished and TableBuilder), *Education and Work, Australia, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.14

Table BA.14 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Completed year 12	'000	535.4	453.1	383.3	190.9	111.4	27.3	34.2	11.3	1 744.9
Fully participating in education and training (e)	%	43.0 ± 3.2	46.3 ± 4.1	34.9 ± 4.9	41.6 ± 6.9	41.1 ± 5.8	45.1 ± 9.8	38.9 ± 10.4	22.1 ± 10.3	41.6 ± 1.6
Fully participating in employment	%	35.7 ± 3.2	30.8 ± 2.8	37.6 ± 4.5	35.3 ± 5.0	38.4 ± 4.1	24.9 ± 8.4	42.7 ± 8.1	61.9 ± 14.3	35.1 ± 1.3
Total fully engaged (f)	%	80.2 ± 2.8	77.8 ± 3.0	72.4 ± 3.5	77.8 ± 5.3	82.9 ± 4.4	71.1 ± 11.4	83.0 ± 7.1	88.5 ± 8.8	77.8 ± 0.9
Completed year 11	'000	36.8	52.7	36.1	32.0	28.7	4.6	np	2.8	200.3
Fully participating in education and training (e)	%	14.7 ± 9.3	np	np	np	10.1 ± 6.4	26.1 ± 22.5	np	np	7.8 ± 2.5
Fully participating in employment	%	45.9 ± 17.2	56.5 ± 10.4	60.9 ± 12.5	74.7 ± 10.3	55.1 ± 10.5	45.7 ± 16.8	np	57.1 ± 31.4	54.3 ± 3.9
Total fully engaged (f)	%	57.9 ± 13.9	60.0 ± 13.1	61.5 ± 13.9	73.4 ± 10.0	61.0 ± 9.6	65.2 ± 2.2	np	57.1 ± 31.4	61.7 ± 3.7
Completed year 10	'000	109.4	38.2	59.1	37.3	13.8	11.4	1.8	3.6	277.5
Fully participating in education and training (e)	%	np	np	np	np	17.4 ± 10.9	np	np	22.2 ± 13.9	5.0 ± 2.2
Fully participating in employment	%	54.8 ± 8.2	48.4 ± 16.4	48.2 ± 10.0	55.8 ± 8.9	51.4 ± 14.3	47.4 ± 13.6	np	np	52.4 ± 5.4
Total fully engaged (f)	%	62.8 ± 8.7	56.5 ± 15.3	50.6 ± 9.8	61.7 ± 6.7	54.3 ± 13.9	51.8 ± 11.3	np	np	57.3 ± 5.2
Total (g)	'000	708.0	562.6	498.1	263.6	155.7	44.5	38.3	19.4	2 288.6
Fully participating in education and training (e)	%	33.6 ± 2.7	39.1 ± 3.3	28.1 ± 4.2	31.1 ± 5.4	32.8 ± 4.3	30.1 ± 7.7	37.1 ± 9.9	18.6 ± 7.0	33.3 ± 1.4
Fully participating in employment	%	38.3 ± 2.8	34.1 ± 2.5	39.8 ± 4.1	42.6 ± 3.8	41.6 ± 4.9	30.1 ± 7.8	45.7 ± 8.7	59.3 ± 10.6	38.5 ± 1.3
Total fully engaged (f)	%	73.8 ± 1.8	73.9 ± 2.5	68.1 ± 3.2	74.4 ± 3.8	75.0 ± 4.2	64.0 ± 8.0	80.7 ± 7.5	77.8 ± 11.3	72.7 ± 1.0

TABLE BA.14

Table BA.14 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Completed year 12	'000	539.4	443.3	344.2	162.9	110.3	24.9	34.7	10.4	1 674.4
Fully participating in education and training (e)	%	47.6 ± 4.6	46.8 ± 3.4	35.2 ± 3.9	39.0 ± 4.6	39.1 ± 4.9	44.1 ± 8.3	40.4 ± 8.0	15.7 ± 9.2	42.9 ± 1.7
Fully participating in employment	%	32.2 ± 3.7	30.8 ± 3.6	40.6 ± 3.3	40.6 ± 3.8	37.5 ± 4.6	27.9 ± 7.6	41.2 ± 6.1	63.8 ± 13.3	35.2 ± 1.7
Total fully engaged (f)	%	82.7 ± 3.3	79.7 ± 2.8	77.5 ± 3.1	82.2 ± 4.2	80.2 ± 3.8	75.9 ± 6.0	86.0 ± 5.0	80.5 ± 9.3	80.5 ± 1.4
Completed year 11	'000	37.7	45.8	33.9	32.7	20.4	6.9	np	4.7	184.7
Fully participating in education and training (e)	%	14.1 ± 8.7	14.2 ± 7.3	np	12.7 ± 6.7	7.6 ± 6.5	np	np	np	11.1 ± 3.4
Fully participating in employment		50.6 ± 12.8	46.0 ± 10.2	50.1 ± 9.7	59.5 ± 9.2	51.9 ± 10.6	57.8 ± 16.3	49.9 ± 46.4	55.4 ± 23.8	51.4 ± 4.2
Total fully engaged (f)	%	69.0 ± 12.6	66.5 ± 10.9	57.8 ± 7.3	72.2 ± 8.3	60.5 ± 8.1	64.0 ± 18.6	72.9 ± 28.0	61.8 ± 21.6	65.7 ± 4.1
Completed year 10	'000	107.1	42.8	58.4	34.8	19.1	11.0	2.8	3.8	279.9
Fully participating in education and training (e)	%	5.4 ± 2.8	np	7.0 ± 4.1	6.5 ± 4.4	np	np	–	np	5.1 ± 1.4
Fully participating in employment	%	57.0 ± 6.3	56.2 ± 11.0	46.6 ± 9.7	55.4 ± 9.5	45.8 ± 11.0	51.5 ± 12.5	56.1 ± 27.0	59.8 ± 17.7	53.6 ± 3.7
Total fully engaged (f)	%	64.5 ± 6.4	59.0 ± 11.0	54.6 ± 10.3	63.5 ± 9.7	52.4 ± 10.1	58.6 ± 9.8	56.1 ± 27.0	62.7 ± 18.9	60.4 ± 3.7
Total (g)	'000	699.0	550.5	447.0	235.9	156.2	44.3	39.8	19.9	2 193.6
Fully participating in education and training (e)	%	38.1 ± 3.8	38.8 ± 3.0	28.8 ± 3.6	30.0 ± 4.1	29.2 ± 3.8	26.4 ± 5.4	36.1 ± 8.0	9.8 ± 5.2	34.2 ± 1.5
Fully participating in employment	%	37.3 ± 3.3	34.3 ± 2.9	41.9 ± 3.0	45.3 ± 3.3	40.2 ± 4.0	38.1 ± 7.0	42.8 ± 6.6	58.4 ± 9.6	38.9 ± 1.5
Total fully engaged (f)	%	78.2 ± 2.8	75.4 ± 2.9	72.2 ± 3.2	77.3 ± 3.2	72.7 ± 3.6	67.5 ± 6.2	82.6 ± 5.5	69.2 ± 7.6	75.5 ± 1.3

TABLE BA.14

Table BA.14 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Completed year 12	'000	515.0	434.6	363.1	182.2	123.6	25.3	33.5	11.4	1 688.7
Fully participating in education and training (e)	%	45.4 ± 5.0	44.5 ± 3.3	35.7 ± 3.2	40.5 ± 4.7	42.5 ± 4.2	39.5 ± 10.4	44.7 ± 9.0	18.9 ± 6.7	42.0 ± 2.1
Fully participating in employment	%	34.4 ± 4.4	35.2 ± 3.1	38.9 ± 3.6	40.7 ± 4.9	35.0 ± 4.4	43.0 ± 9.3	38.0 ± 7.9	57.7 ± 9.6	36.7 ± 1.8
Total fully engaged (f)	%	81.9 ± 2.8	81.9 ± 2.6	76.5 ± 4.0	83.3 ± 3.3	80.7 ± 3.8	84.5 ± 5.7	85.6 ± 5.7	78.5 ± 9.7	80.9 ± 1.6
Completed year 11	'000	49.8	49.8	45.5	26.4	21.1	5.5	1.9	3.1	203.1
Fully participating in education and training (e)	%	6.8 ± 5.3	18.8 ± 8.3	np	11.5 ± 7.4	7.7 ± 5.1	np	np	–	9.7 ± 3.2
Fully participating in employment		47.0 ± 8.8	48.8 ± 10.4	47.3 ± 11.2	62.0 ± 11.8	52.5 ± 13.2	54.2 ± 15.6	70.7 ± 43.8	47.7 ± 22.5	50.4 ± 4.5
Total fully engaged (f)	%	56.8 ± 9.4	71.2 ± 8.8	54.1 ± 10.7	73.6 ± 10.2	61.6 ± 11.3	64.9 ± 16.0	77.6 ± 31.8	47.7 ± 22.5	62.7 ± 3.5
Completed year 10	'000	125.8	53.5	61.0	41.3	14.7	12.9	4.0	3.8	317.0
Fully participating in education and training (e)	%	6.8 ± 3.0	6.9 ± 4.6	4.5 ± 4.3	6.0 ± 4.8	7.6 ± 7.3	np	np	np	6.1 ± 1.8
Fully participating in employment	%	57.2 ± 6.7	49.9 ± 11.7	59.7 ± 8.7	54.6 ± 9.6	38.5 ± 13.0	62.1 ± 11.2	51.1 ± 23.5	61.7 ± 15.1	55.4 ± 4.4
Total fully engaged (f)	%	64.7 ± 7.5	57.7 ± 11.8	64.2 ± 8.6	61.2 ± 8.4	46.1 ± 14.7	66.6 ± 10.2	54.9 ± 23.7	63.2 ± 14.5	62.1 ± 4.1
Total (g)	'000	725.9	568.0	482.1	256.7	163.8	44.5	39.4	19.3	2 299.7
Fully participating in education and training (e)	%	34.1 ± 4.1	36.7 ± 2.6	28.0 ± 3.0	31.3 ± 3.4	33.7 ± 3.2	24.6 ± 6.7	39.1 ± 8.5	11.5 ± 4.5	32.8 ± 1.8
Fully participating in employment	%	38.6 ± 3.4	38.2 ± 2.6	42.2 ± 2.7	45.0 ± 4.0	37.6 ± 3.8	49.6 ± 7.4	40.7 ± 8.4	56.0 ± 8.7	40.3 ± 1.4
Total fully engaged (f)	%	74.6 ± 2.5	77.1 ± 2.8	72.0 ± 3.0	77.9 ± 2.9	74.0 ± 3.5	75.6 ± 5.5	82.3 ± 6.3	68.7 ± 9.2	75.1 ± 1.4

Table BA.14 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by highest level of schooling completed (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.									
(b)	Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.									
(c)	The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.									
(d)	The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.									
(e)	Includes full time participation in education and training.									
(f)	Includes full time participation in education and training, or full time participation in employment, or a mix of participation in education and training and employment.									
(g)	Total population of all school leavers aged 17–24 years. – Nil or rounded to zero. np Not published.									

Source ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.15

Table BA.15 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
2011										
Total fully engaged (h)	no.	415 724	350 540	268 154	152 545	93 991	27 067	31 305	11 063	1 350 509
Engaged through full time study and full time employment	no.	7 661	5 707	4 794	2 282	1 278	289	1 719	228	23 970
Primarily engaged through full time study	no.	189 810	174 716	101 068	59 206	42 330	11 227	14 424	1 517	594 304
Primarily engaged through full time employment	no.	197 845	155 380	151 661	85 089	46 111	14 441	14 007	8 917	673 553
Engaged through part time study and part time employment	no.	16 762	12 161	8 879	4 905	3 572	925	962	304	48 470
Not fully engaged	no.	151 697	112 267	120 083	53 426	41 289	13 553	6 293	8 104	506 767
Total 17–24 year old school leavers	no.	567 421	462 807	388 237	205 971	135 280	40 620	37 598	19 167	1 857 276
Total fully engaged (h)	%	73.3	75.7	69.1	74.1	69.5	66.6	83.3	57.7	72.7
Engaged through full time study and full time employment	%	1.4	1.2	1.2	1.1	0.9	0.7	4.6	1.2	1.3
Primarily engaged through full time study	%	33.5	37.8	26.0	28.7	31.3	27.6	38.4	7.9	32.0
Primarily engaged through full time employment	%	34.9	33.6	39.1	41.3	34.1	35.6	37.3	46.5	36.3
Engaged through part time study and part time employment	%	3.0	2.6	2.3	2.4	2.6	2.3	2.6	1.6	2.6
Not fully engaged	%	26.7	24.3	30.9	25.9	30.5	33.4	16.7	42.3	27.3
Total 17–24 year old school leavers	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE BA.15

Table BA.15 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
2006										
Total fully engaged (h)	no.	397 646	321 255	253 488	136 648	91 079	26 675	28 383	9 950	1 265 233
Engaged through full time study and full time employment	no.	6 543	4 700	4 356	1 735	1 210	305	1 242	205	20 309
Primarily engaged through full time study	no.	156 083	147 062	80 160	48 504	34 532	9 995	11 854	1 414	489 619
Primarily engaged through full time employment	no.	216 862	157 949	160 339	81 500	51 528	15 494	14 291	7 995	706 039
Engaged through part time study and part time employment	no.	14 062	9 060	6 986	3 839	3 079	676	812	254	38 768
Not fully engaged	no.	143 475	100 388	96 579	43 113	37 878	12 622	5 990	7 563	447 674
Total 17–24 year old school leavers	no.	541 121	421 643	350 067	179 761	128 957	39 297	34 373	17 513	1 712 907
Total fully engaged (h)	%	73.5	76.2	72.4	76.0	70.6	67.9	82.6	56.8	73.9
Engaged through full time study and full time employment	%	1.2	1.1	1.2	1.0	0.9	0.8	3.6	1.2	1.2
Primarily engaged through full time study	%	28.8	34.9	22.9	27.0	26.8	25.4	34.5	8.1	28.6
Primarily engaged through full time employment	%	40.1	37.5	45.8	45.3	40.0	39.4	41.6	45.7	41.2
Engaged through part time study and part time employment	%	2.6	2.1	2.0	2.1	2.4	1.7	2.4	1.5	2.3
Not fully engaged	%	26.5	23.8	27.6	24.0	29.4	32.1	17.4	43.2	26.1
Total 17–24 year old school leavers	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

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

Table BA.15 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
(c)	People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.									
(d)	People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.									
(e)	People who did not state their labour force status and did not state their student status are excluded.									
(f)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(g)	Australia includes 'Other territories'.									
(h)	People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.									

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

Table BA.16 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	76.3	72.7	47.8	18.0	25.0	8.0	–	np	250.1
Total 17–24 year old population (g)	'000	137.9	109.0	90.6	27.6	35.9	14.9	–	2.8	422.2
Proportion fully engaged in education, training and/or employment	%	55.3 ± 10.8	np	52.8 ± 7.9	65.2 ± 7.1	69.6 ± 10.0	53.7 ± 7.3	np	np	59.2 ± 3.3
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	100.5	73.2	56.8	35.7	24.2	8.5	np	1.9	304.4
Total 17–24 year old population (g)	'000	148.9	103.4	95.1	46.2	35.2	12.7	np	2.5	443.9
Proportion fully engaged in education, training and/or employment	%	67.5 ± 8.9	70.8 ± 11.0	59.7 ± 7.9	77.3 ± 8.1	68.8 ± 13.1	66.9 ± 11.4	np	76.0 ± 22.7	68.6 ± 2.0
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	96.3	94.1	84.4	46.7	29.9	5.7	np	4.3	366.3
Total 17–24 year old population (g)	'000	121.5	118.7	124.3	58.7	36.8	8.1	3.1	5.9	478.1
Proportion fully engaged in education, training and/or employment	%	79.3 ± 11.6	np	67.9 ± 4.5	79.6 ± 14.6	81.3 ± 2.8	70.4 ± 19.2	np	72.9 ± 19.5	np
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	109.5	92.9	83.2	41.9	19.9	5.1	6.6	4.6	366.5

Table BA.16 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total 17–24 year old population (g)	'000	136.6	126.7	106.5	59.7	26.6	6.2	8.7	5.6	479.3
Proportion fully engaged in education, training and/or employment	%	80.2 ± 10.6	np	78.1 ± 11.9	np	74.8 ± 11.8	82.3 ± 14.0	75.9 ± 5.1	82.1 ± 17.3	76.5 ± 5.0
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	133.6	82.6	64.8	53.9	18.3	np	21.4	1.9	378.2
Total 17–24 year old population (g)	'000	160.6	101.9	82.1	70.6	20.6	np	25.5	2.6	466.7
Proportion fully engaged in education, training and/or employment	%	np	81.1 ± 9.2	78.9 ± 9.4	76.3 ± 4.5	np	np	83.9 ± 4.6	73.1 ± 39.1	81.0 ± 0.2
2012										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	120.4	69.5	43.7	17.7	20.8	8.1	–	0.9	281.1
Total 17–24 year old population (g)	'000	172.6	106.1	70.1	26.4	34.8	15.8	np	np	428.0
Proportion fully engaged in education, training and/or employment	%	69.8 ± 6.3	65.5 ± 6.0	62.3 ± 9.2	67.1 ± 12.9	59.8 ± 11.8	51.3 ± 11.0	–	42.8 ± 26.7	65.7 ± 3.6
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	99.7	77.9	53.7	29.6	29.0	6.3	3.6	2.8	302.6
Total 17–24 year old population (g)	'000	141.3	103.7	86.0	43.6	41.3	8.4	3.7	4.3	432.4
Proportion fully engaged in education, training and/or employment	%	70.6 ± 7.8	75.1 ± 7.7	62.5 ± 11.2	67.8 ± 8.3	70.3 ± 7.0	75.1 ± 10.8	95.5 ± 11.2	64.6 ± 22.9	70.0 ± 3.3
SEIFA IRSD quintile 3										

Table BA.16 Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	96.7	85.6	91.5	45.7	16.7	8.0	6.2	4.8	355.3
Total 17–24 year old population (g)	'000	122.4	113.9	120.9	59.2	20.0	10.4	7.9	6.9	461.6
Proportion fully engaged in education, training and/or employment	%	79.0 ± 7.3	75.2 ± 5.7	75.6 ± 4.4	77.2 ± 6.7	83.7 ± 8.6	77.1 ± 14.2	78.9 ± 14.7	70.4 ± 12.1	77.0 ± 3.0
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	127.7	99.3	108.2	44.0	31.7	5.5	6.5	2.3	425.2
Total 17–24 year old population (g)	'000	153.3	127.3	139.5	55.5	40.4	7.3	7.7	3.4	534.5
Proportion fully engaged in education, training and/or employment	%	83.3 ± 4.5	78.0 ± 5.9	77.6 ± 4.4	79.2 ± 4.2	78.5 ± 7.3	75.5 ± 17.7	84.4 ± 14.5	69.0 ± 22.3	79.5 ± 2.0
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	119.1	89.0	53.6	57.3	18.2	2.8	16.5	3.0	359.4
Total 17–24 year old population (g)	'000	131.5	108.2	69.0	67.1	23.8	3.7	20.2	3.3	426.8
Proportion fully engaged in education, training and/or employment	%	90.5 ± 4.2	82.2 ± 5.6	77.7 ± 5.5	85.4 ± 6.0	76.5 ± 11.4	77.3 ± 31.9	81.4 ± 9.1	90.0 ± 12.2	84.2 ± 2.7

TABLE BA.16

Table BA.16 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	102.0	69.3	34.2	23.6	23.4	10.9	np	2.9	266.9
Total 17–24 year old population (g)	'000	167.4	101.8	61.2	35.1	39.3	16.4	np	5.2	426.9
Proportion fully engaged in education, training and/or employment	%	60.9 ± 6.1	68.0 ± 7.5	56.0 ± 6.4	67.2 ± 11.0	59.6 ± 8.2	66.8 ± 11.5	100.0	56.7 ± 25.3	62.5 ± 3.2
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	84.2	71.5	67.8	32.9	29.5	6.8	np	np	296.8
Total 17–24 year old population (g)	'000	119.6	93.4	96.3	50.9	38.6	9.2	np	5.2	413.8
Proportion fully engaged in education, training and/or employment	%	70.4 ± 5.3	76.6 ± 6.3	70.4 ± 5.7	64.7 ± 9.6	76.3 ± 7.8	73.8 ± 13.4	np	np	71.7 ± 3.1
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	109.5	89.4	79.6	40.2	20.5	8.2	3.8	2.7	353.8
Total 17–24 year old population (g)	'000	137.4	115.3	111.7	48.6	27.4	9.5	5.5	4.0	459.5
Proportion fully engaged in education, training and/or employment	%	79.7 ± 6.5	77.5 ± 5.8	71.2 ± 7.3	82.7 ± 6.0	74.7 ± 7.6	86.3 ± 8.9	68.6 ± 15.1	66.6 ± 17.6	77.0 ± 2.9

Table BA.16 Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	116.1	101.8	76.7	48.4	25.8	6.2	7.8	2.7	385.4
Total 17–24 year old population (g)	'000	145.2	128.2	100.4	57.2	31.3	7.5	10.9	3.7	484.4
Proportion fully engaged in education, training and/or employment	%	79.9 ± 6.6	79.4 ± 6.3	76.3 ± 6.2	84.7 ± 6.7	82.3 ± 6.8	82.9 ± 11.0	71.6 ± 12.7	72.6 ± 13.1	79.6 ± 3.2
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (f)	'000	124.0	104.6	87.1	52.5	22.3	1.6	20.0	1.3	413.5
Total 17–24 year old population (g)	'000	149.3	127.3	110.8	62.5	27.7	2.1	21.8	1.4	502.8
Proportion fully engaged in education, training and/or employment	%	83.0 ± 4.6	82.1 ± 5.5	78.7 ± 7.1	84.1 ± 4.1	80.8 ± 8.8	78.1 ± 78.1	91.9 ± 5.6	93.3 ± 14.8	82.2 ± 2.6

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) The SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (e) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Table BA.16 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by SES based on SEIFA IRSD (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(f) Fully engaged comprises persons in full time education/training; full time employment; or both part time education/training and part time employment.

(g) Total population of all school leavers aged 17–24 years.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0

TABLE BA.17

Table BA.17 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)**

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

TABLE BA.17

Table BA.17 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
SEIFA IRSD quintile 1	%	2.4	2.3	1.8	1.7	1.9	1.7	2.2	0.8	2.1
SEIFA IRSD quintile 2	%	2.8	2.4	2.1	2.1	2.6	2.3	2.9	2.0	2.4
SEIFA IRSD quintile 3	%	3.1	2.6	2.3	2.4	2.8	2.5	3.0	2.6	2.7
SEIFA IRSD quintile 4	%	3.3	2.8	2.6	2.5	3.0	2.9	2.9	2.1	2.9
SEIFA IRSD quintile 5	%	3.6	3.1	2.8	2.9	3.5	3.1	2.7	1.7	3.2
Not fully engaged										
SEIFA IRSD quintile 1	%	39.9	35.9	47.0	42.4	43.5	44.4	29.1	75.1	41.7
SEIFA IRSD quintile 2	%	29.3	27.4	35.9	31.6	32.3	32.9	22.6	34.3	30.9
SEIFA IRSD quintile 3	%	25.0	24.1	29.2	26.2	26.9	27.1	25.2	27.2	26.1
SEIFA IRSD quintile 4	%	21.1	20.6	25.2	22.8	23.1	23.9	20.6	24.4	22.3
SEIFA IRSD quintile 5	%	16.5	16.5	19.5	17.5	20.0	23.5	14.3	21.3	17.4
2006										
Total fully engaged (j)										
SEIFA IRSD quintile 1	%	60.4	64.4	57.6	61.1	57.5	56.7	77.1	31.9	59.9
SEIFA IRSD quintile 2	%	70.4	72	68.1	71.7	70.0	67.5	77.8	70.1	70.3
SEIFA IRSD quintile 3	%	74.8	76.5	73.7	75.9	73.8	74.8	76.6	74.1	75.1
SEIFA IRSD quintile 4	%	78.2	79.9	77.5	79.2	77.9	77.7	80.4	78.5	78.6
SEIFA IRSD quintile 5	%	83.8	84.0	82.1	84.4	80.7	79.9	85.2	80.9	83.5
Engaged through full time study and full time employment										
SEIFA IRSD quintile 1	%	0.9	0.8	0.9	0.8	0.7	0.5	1.4	0.5	0.9
SEIFA IRSD quintile 2	%	1.1	0.9	1.1	0.8	0.9	0.8	1.6	1.6	1.0
SEIFA IRSD quintile 3	%	1.1	1.0	1.2	0.9	0.9	0.9	1.3	1.5	1.0
SEIFA IRSD quintile 4	%	1.3	1.1	1.4	1.0	1.1	0.9	1.5	1.7	1.2
SEIFA IRSD quintile 5	%	1.5	1.5	1.6	1.1	1.2	1.1	6.5	2.0	1.6
Primarily engaged through full time study										
SEIFA IRSD quintile 1	%	22.9	26.8	12.1	15.6	18.4	18.2	50.8	5.5	20.3

Table BA.17 **Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
SEIFA IRSD quintile 2	%	27.6	29.0	16.1	20.7	24.0	19.8	30.4	9.2	24.1
SEIFA IRSD quintile 3	%	27.7	31.9	21.0	22.8	25.7	32.2	24.8	13.2	26.6
SEIFA IRSD quintile 4	%	27.9	37.0	26.4	27.5	31.4	33.8	28.2	11.1	30.3
SEIFA IRSD quintile 5	%	36.8	44.9	35.5	39.4	40.5	39.5	33.9	7.9	38.9
Primarily engaged through full time employment										
SEIFA IRSD quintile 1	%	34.0	34.7	42.6	42.6	36.2	36.2	22.7	24.3	36.5
SEIFA IRSD quintile 2	%	38.6	39.6	48.6	48.1	42.3	44.8	43.8	57.1	42.6
SEIFA IRSD quintile 3	%	42.6	40.8	49.0	49.6	44.2	39.5	47.7	56.6	44.6
SEIFA IRSD quintile 4	%	45.3	38.7	47.1	47.7	42.1	40.3	47.4	63.3	44.0
SEIFA IRSD quintile 5	%	41.4	34.4	41.8	40.4	35.1	35.5	41.8	69.1	39.4
Engaged through part time study and part time employment										
SEIFA IRSD quintile 1	%	1.9	1.5	1.6	1.5	1.7	1.4	1.9	1.1	1.7
SEIFA IRSD quintile 2	%	2.3	1.9	1.8	1.7	2.2	1.5	1.5	1.5	2.0
SEIFA IRSD quintile 3	%	2.6	2.1	1.9	1.9	2.5	1.7	2.3	2.0	2.2
SEIFA IRSD quintile 4	%	2.9	2.4	2.2	2.3	2.8	2.2	2.8	2.1	2.5
SEIFA IRSD quintile 5	%	3.3	2.7	2.5	2.9	3.2	2.8	2.4	1.7	2.9
Not fully engaged										
SEIFA IRSD quintile 1	%	39.6	35.6	42.4	38.9	42.5	43.3	22.9	68.1	40.1
SEIFA IRSD quintile 2	%	29.6	28.0	31.9	28.3	30.0	32.5	22.2	29.9	29.7
SEIFA IRSD quintile 3	%	25.2	23.5	26.3	24.1	26.2	25.2	23.4	25.9	24.9
SEIFA IRSD quintile 4	%	21.8	20.1	22.5	20.8	22.1	22.3	19.6	21.5	21.4
SEIFA IRSD quintile 5	%	16.2	16.0	17.9	15.6	19.3	20.1	14.8	19.1	16.5

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

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

Table BA.17 Proportion of 17–24 year old school leavers who are fully engaged in education and training and/or employment, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (i)</i>
(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)	SES is derived for 2011 using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged). SES for 2006 used the ABS 2006 SEIFA IRSD (at Collection District) level disaggregated into quintiles.									
(g)	Only includes people whose SEIFA IRSD status could be determined.									
(h)	While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.									
(i)	Australia includes 'Other Territories'.									
(j)	People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.									

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

TABLE BA.18

Table BA.18 Applications to enrol in an educational institution, 15–19 and 17–24 year olds, 2013 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Number of 15–19 year olds										
Applied to enrol	'000	398.4	302.9	241.8	121.2	88.7	28.2	20.0	10.5	1 213.0
Studying in May	'000	392.9	298.6	235.2	117.2	87.9	27.7	20.1	10.6	1 186.9
Did not apply to enrol	'000	70.4	53.9	71.9	32.6	16.6	4.9	3.6	2.7	254.4
Proportion of 15–19 year olds										
Applied to enrol	%	85.2 ± 2.5	85.1 ± 2.8	77.2 ± 4.3	78.8 ± 5.2	83.8 ± 3.4	84.2 ± 4.9	86.2 ± 6.5	76.6 ± 8.5	82.5 ± 1.6
Studying in May	%	84.0 ± 2.6	83.9 ± 2.9	75.1 ± 4.6	76.2 ± 5.5	83.0 ± 3.4	82.7 ± 5.2	86.6 ± 7.3	77.4 ± 8.1	80.8 ± 1.7
Did not apply to enrol	%	15.1 ± 2.5	15.1 ± 2.7	22.9 ± 4.0	21.2 ± 3.7	15.7 ± 3.4	14.6 ± 5.1	15.5 ± 6.9	19.7 ± 7.1	17.3 ± 1.4
Number of 17–24 year olds										
Applied to enrol	'000	452.2	377.0	247.4	134.8	99.8	29.2	27.3	9.0	1 374.8
Studying in May	'000	438.8	359.9	229.8	128.2	97.5	28.1	26.2	8.7	1 317.1
Did not apply to enrol	'000	362.6	259.1	284.3	149.4	79.1	22.4	17.6	13.0	1 188.1
Proportion of 17–24 year olds										
Applied to enrol	%	55.8 ± 2.8	59.2 ± 2.7	46.6 ± 3.0	47.7 ± 4.8	55.5 ± 4.1	55.8 ± 7.6	61.2 ± 6.8	40.0 ± 4.9	53.6 ± 1.2
Studying in May	%	54.1 ± 2.8	56.5 ± 2.4	43.3 ± 3.2	45.4 ± 5.1	54.2 ± 4.0	53.7 ± 6.8	58.7 ± 7.8	38.7 ± 4.6	51.4 ± 1.2
Did not apply to enrol	%	44.7 ± 2.6	40.7 ± 2.6	53.6 ± 3.0	52.9 ± 5.0	44.0 ± 3.9	42.8 ± 7.9	39.5 ± 7.0	57.8 ± 7.6	46.3 ± 1.2

(a) Applied to enrol includes studying in May, unable to gain placement and gained placement but not studying.

(b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(c) The SEW is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Source: ABS (unpublished TableBuilder) *Education and Work, Australia, May 2013*, Cat. no. 6227.0.

TABLE BA.19

Table BA.19 Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)

Unit	NSW	VIC	QLD	WA	SA	Tas	ACT	NT	Aust	
2013										
Early school leavers (h)										
Proportion of school leavers										
Enrolled	%	36.6 ± 10.6	33.1 ± 8.3	29.2 ± 10.0	33.3 ± 11.2	45.6 ± 13.7	51.6 ± 20.5	–	35.3 ± 27.3	36.2 ± 5.3
Not enrolled	%	60.2 ± 12.1	60.4 ± 9.1	69.6 ± 16.5	62.9 ± 14.3	57.1 ± 9.4	43.5 ± 19.9	33.3 ± 65.3	64.7 ± 33.0	64.7 ± 6.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	21.4	16.7	11.7	8.9	6.7	3.2	–	0.6	69.7
Not enrolled	'000	35.2	30.5	27.9	16.8	8.4	2.7	np	1.1	124.6
Total	'000	58.5	50.5	40.1	26.7	14.7	6.2	1.5	1.7	192.7
Year 12 leavers										
Proportion of school leavers										
Enrolled	%	69.4 ± 5.1	70.4 ± 7.1	57.1 ± 8.1	67.3 ± 9.5	65.0 ± 12.2	59.7 ± 18.3	56.1 ± 20.2	42.5 ± 29.2	66.2 ± 2.4
Not enrolled	%	30.5 ± 6.0	28.8 ± 6.2	41.4 ± 6.2	35.0 ± 6.9	33.6 ± 9.7	36.1 ± 12.7	37.8 ± 17.6	37.5 ± 19.1	33.8 ± 2.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	93.9	70.0	71.6	38.7	17.8	4.3	4.6	1.7	306.0
Not enrolled	'000	41.3	28.6	52.0	20.1	9.2	2.6	3.1	1.5	156.3
Total	'000	135.3	99.4	125.5	57.5	27.4	7.2	8.2	4.0	461.9
All school leavers										
Proportion of school leavers										
Enrolled										
Higher education	%	39.4 ± 5.4	38.7 ± 5.8	28.3 ± 6.4	35.9 ± 6.9	31.3 ± 8.4	24.8 ± 9.5	48.3 ± 20.6	37.0 ± 18.9	35.7 ± 2.8
TAFE	%	17.8 ± 3.8	15.6 ± 3.5	18.7 ± 6.2	17.5 ± 5.4	19.1 ± 6.4	21.7 ± 11.1	13.8 ± 11.7	np	17.5 ± 1.9
Other (i)	%	2.6 ± 2.0	5.1 ± 2.5	4.2 ± 2.8	3.4 ± 3.0	5.3 ± 4.9	np	np	np	3.9 ± 1.0

TABLE BA.19

Table BA.19 Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total enrolled	%	61.1 ± 4.4	60.7 ± 5.2	51.5 ± 6.8	54.3 ± 7.1	56.3 ± 8.7	51.9 ± 14.9	64.4 ± 17.4	46.3 ± 21.4	56.9 ± 2.7
Not enrolled	%	38.9 ± 6.1	40.3 ± 6.0	47.1 ± 7.9	45.5 ± 6.9	41.5 ± 8.2	45.7 ± 11.3	46.0 ± 18.8	57.4 ± 9.3	43.0 ± 3.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	75.7	56.8	46.6	29.7	13.1	3.2	4.2	2.0	233.9
TAFE	'000	34.1	22.9	30.8	14.5	8.0	2.8	1.2	0.3	114.8
Other (i)	'000	4.9	7.5	6.9	2.8	2.2	np	np	–	25.4
Total enrolled	'000	117.2	89.0	84.8	44.9	23.6	6.7	5.6	2.5	372.8
Not enrolled	'000	74.7	59.1	77.6	37.6	17.4	5.9	4.0	3.1	281.7
Total	'000	191.9	146.7	164.7	82.7	41.9	12.9	8.7	5.4	655.4
2012										
Early school leavers (h)										
Proportion of school leavers										
Enrolled	%	45.6 ± 7.0	41.6 ± 8.1	27.7 ± 9.0	44.4 ± 10.9	29.8 ± 11.8	40.2 ± 12.1	np	37.1 ± 22.2	39.4 ± 3.9
Not enrolled	%	54.4 ± 7.0	58.4 ± 8.1	72.3 ± 9.0	55.6 ± 10.9	70.2 ± 11.8	59.8 ± 12.1	74.3 ± 34.4	62.9 ± 22.2	60.6 ± 3.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	33.0	19.1	12.1	12.6	4.5	2.9	np	1.2	85.9
Not enrolled	'000	39.4	26.8	31.6	15.8	10.6	4.4	1.5	2.0	132.1
Total	'000	72.5	45.9	43.7	28.4	15.1	7.3	2.0	3.2	218.0
Year 12 leavers										
Proportion of school leavers										
Enrolled	%	71.7 ± 7.8	72.7 ± 5.0	60.6 ± 6.9	66.2 ± 9.8	69.7 ± 9.4	66.9 ± 13.6	np	np	67.7 ± 3.2
Not enrolled	%	28.3 ± 7.8	27.3 ± 5.0	39.4 ± 6.9	33.8 ± 9.8	30.3 ± 9.4	33.1 ± 13.6	37.1 ± 14.2	83.8 ± 25.1	32.3 ± 3.2

TABLE BA.19

Table BA.19 Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	102.0	76.8	78.1	37.0	22.4	4.4	np	np	325.9
Not enrolled	'000	40.4	28.8	50.8	18.9	9.7	2.2	2.9	2.0	155.6
Total	'000	142.4	105.6	128.9	55.8	32.2	6.5	7.7	2.4	481.5
All school leavers										
Proportion of school leavers										
Enrolled										
Higher education	%	32.6 ± 4.6	39.2 ± 5.8	30.6 ± 5.7	34.1 ± 8.1	33.8 ± 8.1	25.6 ± 9.2	34.4 ± 14.0	np	33.5 ± 2.3
TAFE	%	24.8 ± 4.5	19.0 ± 5.2	17.7 ± 4.2	20.3 ± 4.2	14.5 ± 5.8	21.8 ± 7.6	np	np	20.3 ± 1.9
Other (i)	%	5.5 ± 2.2	5.1 ± 2.2	3.9 ± 2.2	4.4 ± 2.8	8.6 ± 3.9	5.5 ± 4.8	np	np	5.0 ± 1.1
Total enrolled	%	62.9 ± 5.7	63.3 ± 4.1	52.3 ± 5.3	58.8 ± 8.1	56.9 ± 8.4	52.9 ± 8.7	55.1 ± 12.3	28.2 ± 16.9	58.9 ± 2.6
Not enrolled	%	37.1 ± 5.7	36.7 ± 4.1	47.7 ± 5.3	41.2 ± 8.1	43.1 ± 8.4	47.1 ± 8.7	44.9 ± 12.3	71.8 ± 16.9	41.1 ± 2.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	70.1	59.4	52.9	28.7	16.0	3.5	3.4	np	234.6
TAFE	'000	53.2	28.8	30.6	17.1	6.9	3.0	np	np	142.2
Other (i)	'000	11.7	7.7	6.7	3.7	4.1	0.8	np	np	35.1
Total enrolled	'000	135.1	95.9	90.2	49.5	26.9	7.3	5.4	1.6	411.8
Not enrolled	'000	79.8	55.6	82.4	34.7	20.4	6.5	4.4	4.0	287.7
Total	'000	214.9	151.5	172.5	84.2	47.3	13.8	9.7	5.5	699.5

2011

Early school leavers (h)

Proportion of school leavers

TABLE BA.19

Table BA.19 Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Enrolled	%	35.5 ± 6.3	52.2 ± 9.4	26.2 ± 8.3	40.9 ± 12.1	40.7 ± 12.3	51.4 ± 17.8	39.5 ± 26.8	17.6 ± 13.6	38.6 ± 3.5
Not enrolled	%	64.5 ± 6.3	47.8 ± 9.4	73.8 ± 8.3	59.1 ± 12.1	59.3 ± 12.3	48.6 ± 17.8	60.5 ± 26.8	82.4 ± 13.6	61.4 ± 3.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	33.0	27.4	11.7	13.9	5.7	4.1	1.0	0.6	97.4
Not enrolled	'000	60.0	25.1	33.0	20.1	8.3	3.8	1.5	3.0	154.8
Total	'000	93.0	52.5	44.8	34.0	14.1	7.9	2.4	3.7	252.3
Year 12 leavers										
Proportion of school leavers										
Enrolled	%	71.0 ± 7.0	77.5 ± 5.3	55.2 ± 4.9	66.2 ± 9.3	65.9 ± 8.4	75.1 ± 11.3	66.7 ± 12.4	39.8 ± 16.1	67.1 ± 2.9
Not enrolled	%	29.0 ± 7.0	22.5 ± 5.3	44.8 ± 4.9	33.8 ± 9.3	34.1 ± 8.4	24.9 ± 11.3	33.3 ± 12.4	60.2 ± 16.1	32.9 ± 2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled	'000	90.7	77.8	65.8	38.7	23.9	4.5	4.9	1.1	307.4
Not enrolled	'000	37.0	22.6	53.4	19.8	12.4	1.5	2.4	1.7	150.7
Total	'000	127.7	100.4	119.2	58.5	36.3	6.0	7.3	2.8	458.1
All school leavers										
Proportion of school leavers										
Enrolled										
Higher education	%	32.8 ± 4.3	35.9 ± 5.1	29.2 ± 6.0	30.0 ± 6.0	30.6 ± 6.6	25.0 ± 10.2	39.8 ± 12.8	19.1 ± 10.4	31.9 ± 2.6
TAFE	%	20.6 ± 4.1	27.7 ± 5.1	14.0 ± 4.5	23.1 ± 4.9	20.5 ± 5.9	33.0 ± 11.2	np	np	20.9 ± 2.0
Other (i)	%	2.7 ± 1.6	5.2 ± 3.5	4.1 ± 2.5	3.8 ± 2.1	7.7 ± 3.5	np	np	np	4.2 ± 1.0
Total enrolled	%	56.1 ± 4.2	68.8 ± 4.2	47.3 ± 5.0	56.9 ± 7.5	58.8 ± 7.1	61.6 ± 9.5	59.9 ± 12.8	27.2 ± 9.8	57.0 ± 2.1
Not enrolled	%	43.9 ± 4.2	31.2 ± 4.2	52.7 ± 5.0	43.1 ± 7.5	41.2 ± 7.1	38.4 ± 9.5	40.1 ± 12.8	72.8 ± 9.8	43.0 ± 2.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table BA.19 Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)

	<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of school leavers										
Enrolled										
Higher education	'000	72.3	54.9	47.9	27.8	15.4	3.5	3.9	1.2	226.9
TAFE	'000	45.4	42.4	22.9	21.3	10.3	4.6	np	np	148.3
Other (i)	'000	6.0	7.9	6.7	3.5	3.9	np	np	np	29.6
Total enrolled	'000	123.7	105.2	77.5	52.6	29.6	8.6	5.8	1.8	404.9
Not enrolled	'000	96.9	47.6	86.4	39.9	20.7	5.3	3.9	4.7	305.5
Total	'000	220.7	152.9	164.0	92.5	50.3	13.9	9.7	6.4	710.4

- (a) Includes all people aged 15–19 years who have left school at any time. Early school leavers include those who have completed Year 11 or below as their highest year of schooling. Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at Higher education institutions are included under Higher education institutions in these data.
- (b) Includes school leavers participating in non-school education and/or training on either a full time or part time basis, including apprenticeships or traineeships.
- (c) Totals may not add as a result of rounding.
- (d) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (f) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (g) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- (h) Those who left school earlier than year 12.
- (i) Includes business colleges, industry skills centres and other educational institutions.
– Nil or rounded to zero. **np** Not published.

Table BA.19 **Destination of 15–19 year olds school leavers, by institution type (a), (b), (c), (d), (e), (f), (g)**

<i>Unit</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.20

Table BA.20 Destination of 15–19 year old school leavers, by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2013										
Proportion of school leavers										
Enrolled										
Higher education	%	np	np	np	44.6 ± 4.9	53.8 ± 4.3	49.6 ± 3.4	29.0 ± 3.6	42.6 ± 3.5	35.7 ± 2.8
TAFE	%	32.8 ± 5.2	18.2 ± 7.1	27.2 ± 5.1	15.9 ± 2.9	10.5 ± 2.9	13.2 ± 2.2	21.9 ± 2.4	13.2 ± 2.7	17.5 ± 1.9
Other (i)	%	7.3 ± 3.2	np	6.6 ± 2.1	3.1 ± 1.3	3.9 ± 1.6	3.1 ± 0.9	4.2 ± 1.4	3.4 ± 1.6	3.9 ± 1.0
Total enrolled	%	41.2 ± 6.0	24.3 ± 6.7	36.2 ± 5.3	63.1 ± 4.4	68.6 ± 3.3	66.2 ± 2.4	55.4 ± 3.7	59.5 ± 3.0	56.9 ± 2.7
Not enrolled	%	58.5 ± 6.4	74.2 ± 7.9	64.7 ± 6.3	35.8 ± 4.4	31.3 ± 3.6	33.8 ± 2.8	44.6 ± 4.0	41.3 ± 3.2	43.0 ± 3.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	np	np	np	96.7	131.9	229.0	98.8	133.5	233.9
TAFE	'000	41.0	12.4	52.4	34.5	25.8	61.2	74.6	41.4	114.8
Other (i)	'000	9.1	np	12.7	6.8	9.5	14.1	14.2	10.8	25.4
Total enrolled	'000	51.4	16.6	69.7	137.0	168.1	306.0	188.8	186.5	372.8
Not enrolled	'000	73.1	50.6	124.6	77.6	76.7	156.3	152.3	129.4	281.7
Total	'000	124.9	68.2	192.7	217.0	245.2	461.9	341.1	313.5	655.4
2012										
Proportion of school leavers										
Enrolled										
Higher education	%	1.5 ± 1.4	2.6 ± 1.9	1.9 ± 1.0	41.8 ± 4.7	53.4 ± 4.0	47.8 ± 3.3	27.5 ± 3.3	39.9 ± 3.0	33.5 ± 2.3
TAFE	%	34.1 ± 5.7	24.3 ± 6.8	30.0 ± 3.4	20.0 ± 3.6	12.2 ± 2.9	16.0 ± 2.4	25.0 ± 3.2	15.4 ± 2.6	20.3 ± 1.9
Other (i)	%	6.6 ± 2.6	8.7 ± 3.1	7.5 ± 1.9	3.0 ± 1.7	4.7 ± 1.8	3.9 ± 1.5	4.3 ± 1.4	5.8 ± 1.7	5.0 ± 1.1
Total enrolled	%	42.2 ± 5.4	35.5 ± 7.9	39.4 ± 3.9	64.8 ± 5.3	70.3 ± 2.8	67.7 ± 3.2	56.8 ± 4.0	61.1 ± 3.0	58.9 ± 2.6

TABLE BA.20

Table BA.20 Destination of 15–19 year old school leavers, by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Not enrolled	%	57.8 ± 5.4	64.5 ± 7.9	60.6 ± 3.9	35.2 ± 5.3	29.7 ± 2.8	32.3 ± 3.2	43.2 ± 4.0	38.9 ± 3.0	41.1 ± 2.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	1.9	2.3	4.2	96.5	133.8	230.3	98.4	136.1	234.6
TAFE	'000	43.3	22.0	65.3	46.2	30.6	76.8	89.6	52.6	142.2
Other (i)	'000	8.4	7.9	16.3	7.0	11.8	18.8	15.4	19.7	35.1
Total enrolled	'000	53.7	32.2	85.9	149.7	176.2	325.9	203.4	208.4	411.8
Not enrolled	'000	73.6	58.5	132.1	81.3	74.3	155.6	154.9	132.8	287.7
Total	'000	127.3	90.7	218.0	231.1	250.5	481.5	358.3	341.2	699.5
2011										
Proportion of school leavers										
Enrolled										
Higher education	%	1.1 ± 0.9	2.4 ± 2.0	1.6 ± 0.9	45.9 ± 5.6	51.0 ± 5.1	48.6 ± 3.9	27.0 ± 3.8	37.3 ± 3.8	31.9 ± 2.6
TAFE	%	39.6 ± 5.1	19.6 ± 5.8	31.9 ± 3.6	20.7 ± 4.2	9.7 ± 2.5	14.8 ± 2.5	28.6 ± 3.1	12.5 ± 2.5	20.9 ± 2.0
Other (i)	%	3.8 ± 1.9	7.2 ± 3.6	5.1 ± 1.8	2.9 ± 1.5	4.3 ± 1.7	3.6 ± 1.2	3.3 ± 1.2	5.1 ± 1.6	4.2 ± 1.0
Total enrolled	%	44.5 ± 5.2	29.3 ± 6.4	38.6 ± 3.5	69.5 ± 4.8	65.0 ± 4.0	67.1 ± 2.9	58.9 ± 4.0	54.9 ± 3.2	57.0 ± 2.1
Not enrolled	%	55.5 ± 5.2	70.7 ± 6.4	61.4 ± 3.5	30.5 ± 4.8	35.0 ± 4.0	32.9 ± 2.9	41.1 ± 4.0	45.1 ± 3.2	43.0 ± 2.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of school leavers										
Enrolled										
Higher education	'000	1.7	2.4	4.0	97.8	125.0	222.8	99.5	127.4	226.9
TAFE	'000	61.5	19.0	80.5	44.1	23.8	67.9	105.5	42.8	148.3

Table BA.20 **Destination of 15–19 year old school leavers, by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)**

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Other (i)	'000	6.0	7.0	13.0	6.2	10.5	16.7	12.2	17.5	29.6
Total enrolled	'000	69.1	28.4	97.4	148.1	159.3	307.4	217.2	187.7	404.9
Not enrolled	'000	86.3	68.5	154.8	65.0	85.7	150.7	151.3	154.3	305.5
Total	'000	155.4	96.9	252.3	213.0	245.1	458.1	368.4	342.0	710.4

- (a) Data relate to people who left school at any time previously. Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at Higher education institutions are included under Higher education institutions in these data.
- (b) Includes school leavers participating in non-school education and/or training on either a full time or part time basis, including apprenticeships or traineeships.
- (c) Totals may not add as a result of rounding.
- (d) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.
- (f) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (g) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- (h) Those who left school earlier than year 12.
- (i) Includes business colleges, industry skills centres and other educational institutions.
- np** Not published.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.21

Table BA.21 **Destination of 15–24 year old school leavers by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)**

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2013										
Enrolled										
Higher education	%	1.9 ± 1.3	3.5 ± 1.8	2.5 ± 0.9	36.8 ± 2.6	41.6 ± 2.6	39.2 ± 2.0	26.5 ± 2.1	34.1 ± 2.2	30.0 ± 1.6
TAFE	%	19.8 ± 3.2	10.0 ± 2.5	16.2 ± 2.2	11.8 ± 1.5	8.3 ± 1.4	10.1 ± 1.1	14.1 ± 1.4	8.8 ± 1.2	11.5 ± 1.0
Other (i)	%	4.6 ± 1.6	4.8 ± 2.2	4.6 ± 1.0	3.5 ± 1.0	3.8 ± 0.8	3.5 ± 0.6	3.7 ± 0.8	3.8 ± 0.9	3.8 ± 0.6
Total enrolled	%	26.2 ± 3.2	17.4 ± 3.8	23.1 ± 1.9	52.0 ± 1.9	53.7 ± 1.4	52.7 ± 1.1	44.2 ± 1.7	46.8 ± 1.3	45.4 ± 1.2
Not enrolled	%	73.9 ± 4.7	82.3 ± 3.3	77.2 ± 3.8	48.2 ± 2.9	46.5 ± 1.5	47.2 ± 1.9	55.8 ± 2.0	53.4 ± 1.3	54.5 ± 1.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Enrolled										
Higher education	'000	6.6	7.6	14.4	305.5	376.2	681.7	313.0	382.9	693.2
TAFE	'000	69.7	21.7	92.5	97.9	75.4	175.6	166.3	98.3	266.4
Other (i)	'000	16.3	10.4	26.3	29.0	34.7	60.6	44.0	42.6	87.1
Total enrolled	'000	92.1	37.8	131.8	432.1	486.3	915.3	523.3	525.1	1046.7
Not enrolled	'000	260.3	178.6	439.3	400.4	421.1	820.2	660.2	600.1	1258.2
Total	'000	352.0	217.1	569.4	830.7	905.2	1738.1	1182.7	1123.1	2307.9
2012										
Enrolled										
Higher education	%	1.5 ± 0.8	4.7 ± 1.7	2.8 ± 0.8	38.6 ± 1.9	41.4 ± 2.0	40.0 ± 1.4	27.3 ± 1.7	33.6 ± 1.7	30.4 ± 1.3
TAFE	%	18.9 ± 3.4	13.7 ± 3.4	16.8 ± 2.1	12.3 ± 1.7	7.9 ± 1.1	10.0 ± 1.0	14.3 ± 1.6	9.1 ± 1.0	11.7 ± 0.8
Other (i)	%	4.1 ± 1.6	6.3 ± 1.9	5.0 ± 1.1	2.8 ± 0.9	4.9 ± 1.2	3.9 ± 0.8	3.2 ± 0.7	5.2 ± 0.9	4.2 ± 0.6
Total enrolled	%	24.4 ± 3.4	24.7 ± 4.1	24.5 ± 2.3	53.6 ± 2.2	54.2 ± 2.1	53.9 ± 1.5	44.8 ± 2.4	47.9 ± 2.0	46.3 ± 1.6
Not enrolled	%	75.6 ± 3.4	75.3 ± 4.1	75.5 ± 2.3	46.4 ± 2.2	45.8 ± 2.1	46.1 ± 1.5	55.2 ± 2.4	52.1 ± 2.0	53.7 ± 1.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE BA.21

Table BA.21 **Destination of 15–24 year old school leavers by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)**

	Unit	Early school leavers (h)			Year 12 leavers			All school leavers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Enrolled										
Higher education	'000	5.2	11.4	16.7	320.3	372.4	692.8	325.6	383.8	709.4
TAFE	'000	68.2	33.2	101.3	101.8	70.9	172.7	170.0	104.1	274.1
Other (i)	'000	14.7	15.3	30.0	23.3	44.5	67.8	38.0	59.8	97.8
Total enrolled	'000	88.1	59.8	148.0	445.5	487.8	933.3	533.6	547.7	1081.3
Not enrolled	'000	273.3	182.6	456.0	385.3	412.4	797.7	658.7	595.0	1253.7
Total	'000	361.5	242.5	603.9	830.8	900.3	1731.0	1192.3	1142.7	2335.0
2011										
Enrolled										
Higher education	%	2.2 ± 0.9	4.5 ± 2.2	3.1 ± 1.1	35.5 ± 2.7	41.3 ± 1.9	38.6 ± 1.9	24.2 ± 2.3	33.2 ± 1.7	28.6 ± 1.6
TAFE	%	21.3 ± 2.7	13.6 ± 3.4	18.4 ± 1.9	14.2 ± 1.6	7.1 ± 1.3	10.4 ± 1.2	16.6 ± 1.5	8.6 ± 1.1	12.7 ± 1.1
Other (i)	%	3.7 ± 1.3	6.5 ± 1.6	4.8 ± 1.1	4.5 ± 1.1	5.1 ± 1.0	4.8 ± 1.9	4.2 ± 0.9	5.4 ± 0.9	4.8 ± 0.7
Total enrolled	%	27.2 ± 3.3	24.6 ± 4.1	26.2 ± 2.5	54.2 ± 3.0	53.6 ± 1.9	53.9 ± 1.9	45.0 ± 2.6	47.2 ± 1.8	46.1 ± 1.6
Not enrolled	%	72.8 ± 3.3	75.4 ± 4.1	73.8 ± 2.5	45.8 ± 3.0	46.4 ± 1.9	46.1 ± 1.9	55.0 ± 2.6	52.8 ± 1.8	53.9 ± 1.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Enrolled										
Higher education	'000	8.9	11.4	20.4	282.3	381.8	664.1	291.2	381.8	673.1
TAFE	'000	87.3	34.7	122.0	112.7	63.8	176.6	200.1	98.5	298.6
Other (i)	'000	15.3	16.6	31.9	35.7	45.8	81.5	51.0	62.4	113.4
Total enrolled	'000	111.5	62.7	174.3	430.8	480.0	910.8	542.3	542.8	1085.1
Not enrolled	'000	298.8	191.9	490.6	363.7	415.8	779.5	662.4	607.7	1270.2
Total	'000	410.3	254.6	664.9	794.5	895.9	1690.3	1204.8	1150.5	2355.2

(a) Data relate to people who left school at any time previously. Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at Higher education institutions are included under Higher education institutions in these data.

Table BA.21 **Destination of 15–24 year old school leavers by institution type, by sex (national only) (a), (b), (c), (d), (e), (f), (g)**

<i>Unit</i>	<i>Early school leavers (h)</i>			<i>Year 12 leavers</i>			<i>All school leavers</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>

(b) Includes school leavers participating in non-school education and/or training on either a full time or part time basis, including apprenticeships or traineeships.

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

(d) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution.

(f) The SEW was not conducted in Aboriginal and Torres Strait communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

(g) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

(h) Those who left school earlier than year 12.

(i) Includes business colleges, industry skills centres and other educational institutions.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

Table BA.22 **Higher education participation by selected groups (per cent) (a), (b), (c)**

	<i>Disability</i>	<i>Regional and remote (d)</i>	<i>Aboriginal and Torres Strait Islander</i>	<i>Low SES (e)</i>
Students				
2012	5.0	20.4	1.0	15.9
2013	5.2	20.3	1.0	16.1
Representation in the community (f)	18.5	29.6	3.0	25.0

Low SES = low socio-economic status

- (a) Participation in higher education for Aboriginal and Torres Strait Islander people is calculated using total students. Participation in higher education for the disability, regional and remote and low SES groups is calculated based on all domestic onshore students. See source publication for further information.
- (b) Students can be included in more than one selected group.
- (c) Refer to previous Reports for earlier data.
- (d) The proportion of regional and remote students includes regional and remote areas based on the 2011 Australian Statistical Geography Standard (ASGS).
- (e) The proportion of low SES students in higher education is based on the 2011 Socio-Economic Indexes for Areas (SEIFA).
- (f) Representation in the community relates to: Disability (2012, from ABS Survey of Disability, Ageing and Carers); Aboriginal and Torres Strait Islander 2013 (based on *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026* and *Australian Demographic Statistics, Jun 2013* [see tables 2A.1 and 2A.14]); Regional and remote (2012, from ABS *Regional Population Growth, Australia, 2012-13*, see table 2A.12). Low SES is the proportion based on SEIFA quartiles identified by DISSRTE as the base for their analysis (i.e. 15.9 per cent of students were from the lowest SEIFA quartile).

Source: Australian Government Department of Education (2014) *Higher Education Statistics Collection, 2013 Student data*, Canberra; ABS (2013) *Disability, Ageing and Carers, Australia, 2012, Cat. no 4430.0*; (2013) *Regional Population Growth, Australia, 2012-13, Cat. no. 3218.0*; (2013) *Australian Demographic Statistics, Jun 2013, Cat. no. 3101.0*; (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2011 to 2026, Cat. no. 3238.0, Canberra*; tables 2A.1, 2A.12 and 2A.14.

TABLE BA.23

Table BA.23 Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2013									
15	np	np	np	np	np	np	np	np	np
16	96.1 ± 2.2	97.2 ± 2.9	93.6 ± 5.1	97.7 ± 10.3	np	88.2 ± 5.7	np	89.3 ± 7.5	96.7 ± 1.5
17	92.5 ± 4.0	87.3 ± 6.1	83.6 ± 6.6	84.4 ± 7.6	93.9 ± 5.8	79.7 ± 10.2	np	91.2 ± 14.2	88.4 ± 2.3
18	78.1 ± 7.0	77.7 ± 6.0	61.7 ± 10.1	75.3 ± 7.9	68.6 ± 11.4	81.1 ± 13.3	75.0 ± 19.9	100.0 ± 10.7	74.9 ± 4.2
19	78.3 ± 8.3	74.9 ± 7.5	70.5 ± 9.4	72.2 ± 12.0	78.9 ± 9.5	56.3 ± 17.7	91.2 ± 12.2	67.9 ± 26.7	74.0 ± 3.9
20	74.4 ± 7.6	79.1 ± 9.1	67.6 ± 11.6	76.6 ± 11.5	69.3 ± 11.5	64.3 ± 18.0	72.4 ± 12.6	np	72.9 ± 3.0
21	77.4 ± 5.9	81.6 ± 7.7	66.8 ± 8.8	73.0 ± 9.2	71.7 ± 8.0	65.7 ± 17.5	94.2 ± 10.7	76.9 ± 20.8	75.3 ± 3.1
22	71.3 ± 5.3	74.8 ± 5.6	72.4 ± 7.2	72.5 ± 11.1	77.4 ± 7.1	71.4 ± 14.3	92.7 ± 14.0	88.9 ± 19.6	73.8 ± 2.6
23	71.4 ± 7.5	74.5 ± 7.2	78.2 ± 7.2	73.9 ± 7.4	64.5 ± 10.7	69.8 ± 23.1	83.3 ± 20.3	69.7 ± 25.4	74.6 ± 3.7
24	76.2 ± 6.4	68.8 ± 6.2	72.0 ± 8.7	79.4 ± 6.8	84.8 ± 7.6	64.0 ± 16.4	85.9 ± 13.2	93.1 ± 21.8	74.1 ± 2.6
15–19	89.2 ± 2.2	87.5 ± 2.6	80.8 ± 4.1	85.8 ± 5.1	88.1 ± 3.1	84.8 ± 5.7	91.8 ± 4.3	84.7 ± 8.4	86.2 ± 1.2
20–24	74.1 ± 2.4	74.5 ± 3.0	71.0 ± 3.0	75.7 ± 4.7	76.2 ± 4.7	64.2 ± 10.2	81.4 ± 7.9	84.0 ± 11.8	73.8 ± 1.1
15–24	81.0 ± 1.6	80.9 ± 1.6	75.0 ± 2.7	79.2 ± 3.5	82.4 ± 3.1	75.9 ± 6.0	86.9 ± 4.5	81.8 ± 7.8	79.7 ± 0.9
17–24	77.6 ± 2.0	77.1 ± 1.9	70.6 ± 3.3	75.4 ± 3.8	77.6 ± 4.0	70.6 ± 7.2	84.1 ± 6.2	77.8 ± 10.2	75.5 ± 1.0
25–29	73.4 ± 2.5	71.4 ± 4.0	67.6 ± 2.8	73.5 ± 4.0	67.9 ± 5.3	66.3 ± 6.1	82.0 ± 6.4	75.9 ± 6.6	71.4 ± 1.2
15–64	64.2 ± 0.8	63.7 ± 1.2	63.3 ± 1.2	66.3 ± 0.8	63.2 ± 1.4	57.8 ± 2.1	73.2 ± 2.0	75.2 ± 3.8	64.2 ± 0.5
2012									
15	98.6 ± 1.8	100.0	96.9 ± 3.0	100.0	100.0	100.0	100.0	100.0	98.9 ± 0.8
16	97.4 ± 2.5	93.1 ± 4.5	90.4 ± 6.7	96.4 ± 4.3	96.4 ± 4.0	97.3 ± 3.9	92.6 ± 10.1	100.0	94.7 ± 2.0
17	86.8 ± 5.2	96.9 ± 2.8	82.3 ± 7.2	83.5 ± 9.5	88.6 ± 6.4	92.7 ± 7.4	96.2 ± 7.7	88.8 ± 15.1	88.3 ± 2.2
18	78.5 ± 7.1	73.4 ± 7.5	72.8 ± 7.8	80.2 ± 8.7	73.0 ± 11.2	71.2 ± 12.8	77.2 ± 15.2	68.2 ± 23.4	75.6 ± 3.2
19	78.5 ± 7.4	76.8 ± 7.5	73.7 ± 7.4	80.7 ± 9.2	67.6 ± 9.7	76.1 ± 10.3	74.8 ± 15.7	76.8 ± 26.9	76.4 ± 3.7
20	79.2 ± 7.7	83.9 ± 7.4	69.9 ± 10.7	71.8 ± 8.9	79.9 ± 9.4	66.8 ± 13.8	82.2 ± 11.7	75.9 ± 13.6	77.5 ± 4.1
21	85.2 ± 5.8	75.0 ± 7.3	72.6 ± 8.6	77.0 ± 8.3	76.5 ± 10.0	62.9 ± 15.2	91.4 ± 9.0	62.8 ± 16.4	78.0 ± 3.8

TABLE BA.23

Table BA.23 Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
22	77.6 ± 6.7	66.0 ± 6.6	70.8 ± 6.9	82.3 ± 6.9	70.3 ± 8.4	71.7 ± 18.3	89.2 ± 7.8	49.1 ± 17.4	73.1 ± 2.9
23	79.8 ± 7.0	82.3 ± 6.2	75.1 ± 8.0	79.5 ± 8.0	73.7 ± 11.5	56.6 ± 15.5	90.2 ± 10.1	75.7 ± 16.4	78.8 ± 3.2
24	78.4 ± 5.4	73.8 ± 6.8	74.0 ± 7.4	72.8 ± 7.1	75.9 ± 8.5	75.1 ± 16.6	77.4 ± 14.8	84.7 ± 14.7	75.6 ± 2.8
15–19	87.7 ± 2.5	87.8 ± 1.9	83.1 ± 3.0	87.8 ± 3.7	84.5 ± 4.3	87.2 ± 4.6	87.3 ± 5.4	86.3 ± 8.1	86.5 ± 1.0
20–24	80.0 ± 3.2	76.1 ± 3.4	72.5 ± 3.4	76.8 ± 3.9	75.1 ± 4.7	66.9 ± 8.3	86.0 ± 5.3	70.1 ± 7.5	76.6 ± 1.7
15–24	83.7 ± 2.1	81.5 ± 2.1	77.6 ± 2.6	81.9 ± 2.6	79.6 ± 2.8	77.2 ± 4.2	86.6 ± 4.3	77.8 ± 5.5	81.2 ± 1.0
18–24	79.6 ± 2.7	75.8 ± 2.8	72.7 ± 3.4	77.8 ± 3.0	73.7 ± 3.6	68.9 ± 6.1	83.5 ± 5.5	70.8 ± 7.9	76.4 ± 1.3
25–29	73.3 ± 2.5	73.7 ± 2.7	72.0 ± 3.4	75.2 ± 3.0	68.9 ± 4.4	56.5 ± 8.9	80.4 ± 4.9	74.5 ± 5.9	72.9 ± 1.3
15–64	67.4 ± 1.0	65.4 ± 0.8	66.3 ± 1.2	69.0 ± 1.1	62.6 ± 1.6	58.9 ± 2.2	73.5 ± 2.3	75.4 ± 2.5	66.5 ± 0.4
2011									
15	99.3 ± 1.4	99.3 ± 1.4	96.5 ± 3.0	96.8 ± 3.4	100.0	100.0	100.0	96.7 ± 6.7	98.5 ± 0.7
16	93.0 ± 3.0	97.1 ± 2.5	93.9 ± 3.7	96.3 ± 4.3	95.0 ± 4.2	96.1 ± 6.4	100.0	86.5 ± 14.2	94.8 ± 1.9
17	88.3 ± 4.1	93.8 ± 3.7	77.8 ± 6.1	85.5 ± 7.6	89.4 ± 6.1	92.9 ± 7.1	94.6 ± 7.7	87.3 ± 14.0	87.4 ± 2.0
18	66.7 ± 7.7	82.6 ± 6.9	65.2 ± 9.0	79.1 ± 10.5	75.1 ± 10.5	84.2 ± 10.7	82.8 ± 15.2	59.7 ± 19.7	72.6 ± 4.1
19	80.7 ± 5.8	77.0 ± 7.1	74.7 ± 7.8	82.6 ± 8.2	71.4 ± 9.8	75.3 ± 13.3	72.0 ± 12.5	52.1 ± 17.7	77.5 ± 3.3
20	77.7 ± 6.4	79.5 ± 6.3	76.2 ± 7.0	73.2 ± 10.1	82.7 ± 7.4	79.1 ± 16.9	86.8 ± 12.5	81.9 ± 18.6	78.0 ± 3.5
21	79.3 ± 6.4	74.2 ± 5.9	73.1 ± 8.7	81.8 ± 6.7	81.4 ± 8.2	77.8 ± 14.8	85.5 ± 14.5	74.1 ± 31.8	77.3 ± 3.3
22	79.4 ± 6.2	82.9 ± 6.5	78.2 ± 7.3	76.9 ± 6.7	78.1 ± 10.7	78.3 ± 10.8	84.6 ± 14.6	71.2 ± 14.4	79.8 ± 3.3
23	79.5 ± 6.3	79.0 ± 6.3	77.7 ± 7.3	75.7 ± 9.3	66.8 ± 9.5	78.0 ± 12.5	85.1 ± 7.7	72.9 ± 16.4	77.7 ± 2.8
24	72.3 ± 5.8	79.0 ± 6.5	71.4 ± 8.1	79.5 ± 6.3	73.6 ± 9.3	72.3 ± 22.4	81.1 ± 19.7	73.5 ± 13.8	74.9 ± 2.9
15–19	85.3 ± 2.1	89.7 ± 2.4	81.2 ± 3.1	87.8 ± 3.9	85.5 ± 3.4	89.9 ± 3.8	89.6 ± 4.6	75.9 ± 8.0	85.9 ± 1.3
20–24	77.6 ± 3.1	79.0 ± 3.2	75.3 ± 3.3	77.6 ± 3.4	76.3 ± 3.6	77.2 ± 7.3	84.6 ± 6.2	74.7 ± 10.7	77.5 ± 1.5
15–24	81.3 ± 1.8	83.9 ± 1.9	78.2 ± 2.4	82.4 ± 2.5	80.8 ± 2.6	83.8 ± 4.2	86.8 ± 4.7	75.3 ± 7.3	81.5 ± 1.0
18–24	76.5 ± 2.6	79.2 ± 2.6	73.8 ± 3.0	78.5 ± 2.7	75.4 ± 3.3	77.9 ± 5.8	82.9 ± 6.1	69.4 ± 9.4	76.8 ± 1.4
25–29	72.0 ± 2.6	76.4 ± 3.2	72.6 ± 4.1	74.3 ± 3.3	70.0 ± 3.9	68.0 ± 7.9	81.7 ± 7.4	72.5 ± 7.7	73.5 ± 1.5

Table BA.23 Full time participation in education and training and/or employment (per cent) (a), (b), (c), (d), (e)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
15–64	65.5 ± 1.0	66.9 ± 1.0	66.2 ± 1.1	66.6 ± 0.7	63.9 ± 1.3	61.0 ± 2.2	74.3 ± 2.3	74.4 ± 2.7	66.1 ± 0.5

- (a) Full time participation is defined as participation in full time education or training or full time work, or a combination of both part time education or training and part time work.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (d) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (e) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.24

Table BA.24 Full time participation in education and training at or above Certificate III and/or employment (per cent) (a), (b), (c), (d), (e), (f)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2013									
15	np	np	np	np	np	np	np	np	np
16	7.5 ± 4.0	np	5.4 ± 4.3	12.0 ± 8.4	np	np	np	np	5.9 ± 1.8
17	8.8 ± 3.7	np	31.5 ± 8.1	42.6 ± 12.0	9.4 ± 8.5	np	np	np	16.7 ± 2.6
18	58.5 ± 7.6	55.6 ± 8.3	59.1 ± 8.8	63.7 ± 10.3	51.3 ± 11.4	35.1 ± 17.8	52.3 ± 23.3	58.3 ± 32.0	57.1 ± 4.3
19	75.2 ± 8.1	71.0 ± 8.0	70.5 ± 9.4	61.8 ± 11.7	71.4 ± 9.3	60.9 ± 17.5	78.9 ± 17.0	53.6 ± 34.8	70.4 ± 4.0
20	74.1 ± 7.5	76.2 ± 9.9	67.6 ± 11.6	75.5 ± 11.5	63.5 ± 10.5	64.3 ± 18.0	72.4 ± 12.6	np	71.2 ± 3.2
21	77.4 ± 5.9	78.7 ± 8.1	66.8 ± 8.8	73.0 ± 9.2	73.9 ± 8.1	51.4 ± 18.5	94.2 ± 10.7	57.7 ± 26.5	74.3 ± 3.1
22	71.3 ± 5.3	74.3 ± 5.9	72.4 ± 7.2	66.8 ± 12.1	77.4 ± 6.9	71.4 ± 14.3	92.7 ± 14.0	88.9 ± 19.6	73.1 ± 2.7
23	72.7 ± 7.3	73.8 ± 7.4	78.2 ± 7.2	73.9 ± 7.4	61.7 ± 10.6	69.8 ± 23.1	83.3 ± 20.3	69.7 ± 25.4	73.3 ± 3.8
24	76.2 ± 6.4	68.8 ± 6.2	72.0 ± 8.7	79.4 ± 6.8	84.8 ± 7.6	64.0 ± 16.4	85.9 ± 13.2	93.1 ± 21.8	74.1 ± 2.6
15–19	30.8 ± 2.2	29.2 ± 2.1	33.4 ± 3.3	39.6 ± 4.9	27.5 ± 3.7	22.1 ± 6.0	31.9 ± 6.9	27.7 ± 11.2	31.1 ± 1.3
20–24	73.9 ± 2.3	73.6 ± 3.3	71.0 ± 3.0	75.2 ± 4.8	75.6 ± 4.3	65.4 ± 10.1	81.4 ± 7.9	83.2 ± 11.4	73.4 ± 1.2
15–24	53.1 ± 1.4	53.6 ± 1.9	52.1 ± 2.4	58.2 ± 3.2	52.3 ± 3.1	42.2 ± 5.8	59.7 ± 5.8	52.7 ± 11.8	53.5 ± 0.8
17–24	64.4 ± 1.7	64.7 ± 2.4	64.2 ± 3.0	69.2 ± 4.0	63.8 ± 3.9	52.8 ± 7.1	70.4 ± 6.7	62.7 ± 13.7	64.5 ± 1.0
25–29	73.1 ± 2.4	71.4 ± 4.0	68.1 ± 3.0	73.1 ± 4.1	67.6 ± 5.1	66.3 ± 6.1	81.1 ± 6.5	75.3 ± 8.0	71.2 ± 1.3
15–64	58.5 ± 0.9	58.1 ± 1.3	58.5 ± 1.2	61.9 ± 0.7	56.9 ± 1.4	50.9 ± 1.9	67.6 ± 2.3	69.6 ± 4.5	58.8 ± 0.5
2012									
15	–	–	np	–	–	np	–	–	np
16	np	np	np	8.8 ± 5.4	np	np	–	–	3.2 ± 1.6
17	13.0 ± 5.5	np	41.2 ± 8.3	37.6 ± 9.4	np	11.0 ± 8.5	–	–	19.9 ± 2.6
18	66.0 ± 7.9	53.7 ± 8.2	66.8 ± 8.3	74.2 ± 8.5	59.8 ± 10.5	45.7 ± 16.4	57.8 ± 15.0	52.4 ± 25.1	62.9 ± 4.0
19	72.3 ± 6.5	72.9 ± 8.1	72.1 ± 8.0	77.6 ± 8.6	64.2 ± 10.8	70.2 ± 13.4	71.6 ± 15.9	76.8 ± 26.9	72.3 ± 3.8
20	77.2 ± 7.4	81.5 ± 7.9	68.1 ± 10.0	71.8 ± 8.9	78.6 ± 9.6	63.3 ± 13.8	78.6 ± 12.6	75.9 ± 13.6	75.6 ± 3.9
21	84.1 ± 5.9	72.6 ± 7.2	72.6 ± 8.6	75.9 ± 7.8	73.6 ± 9.6	62.9 ± 15.2	91.4 ± 9.0	62.8 ± 16.4	76.7 ± 3.8

TABLE BA.24

Table BA.24 Full time participation in education and training at or above Certificate III and/or employment (per cent) (a), (b), (c), (d), (e), (f)

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
22	77.6 ± 6.7	65.4 ± 6.8	70.1 ± 6.7	81.3 ± 6.5	70.3 ± 8.4	71.7 ± 18.3	89.2 ± 7.8	49.1 ± 17.4	72.7 ± 2.8
23	79.4 ± 7.0	81.8 ± 6.1	73.5 ± 7.7	78.8 ± 8.3	72.3 ± 11.9	56.6 ± 15.5	90.2 ± 10.1	75.7 ± 16.4	78.1 ± 3.1
24	77.9 ± 5.5	72.0 ± 6.5	73.5 ± 7.2	72.1 ± 7.1	74.8 ± 8.8	75.1 ± 16.6	77.4 ± 14.8	84.7 ± 14.7	74.7 ± 2.7
15–19	31.9 ± 2.4	27.8 ± 2.2	38.2 ± 3.5	41.1 ± 4.1	28.2 ± 4.1	26.6 ± 4.4	28.3 ± 5.2	27.3 ± 8.5	32.7 ± 1.3
20–24	79.3 ± 3.1	74.6 ± 3.5	71.6 ± 3.3	76.1 ± 3.9	73.7 ± 4.8	66.1 ± 8.4	85.3 ± 5.3	70.1 ± 7.5	75.6 ± 1.8
15–24	56.9 ± 2.0	53.1 ± 2.2	55.4 ± 2.8	59.9 ± 3.0	51.9 ± 3.3	46.1 ± 5.3	60.6 ± 4.0	49.7 ± 6.6	55.4 ± 1.0
18–24	76.5 ± 2.7	71.7 ± 2.8	71.0 ± 3.3	76.0 ± 3.1	70.5 ± 4.0	63.6 ± 6.5	80.3 ± 5.5	68.5 ± 8.2	73.4 ± 1.4
25–29	72.9 ± 2.5	73.4 ± 2.7	71.8 ± 3.3	74.5 ± 3.1	67.9 ± 4.2	55.6 ± 8.8	80.4 ± 4.9	74.5 ± 5.9	72.5 ± 1.3
15–64	61.6 ± 0.9	59.5 ± 0.7	61.4 ± 1.2	64.2 ± 1.2	56.6 ± 1.6	52.2 ± 2.1	67.9 ± 2.3	69.8 ± 2.9	60.9 ± 0.4
2011									
15	–	–	–	np	–	–	–	np	np
16	4.3 ± 3.2	5.5 ± 3.5	np	14.1 ± 6.5	np	7.5 ± 6.4	–	np	5.0 ± 1.2
17	16.5 ± 4.9	5.6 ± 3.6	30.1 ± 7.6	48.0 ± 11.0	12.2 ± 6.8	22.5 ± 16.5	np	11.9 ± 11.5	19.8 ± 3.1
18	50.1 ± 7.6	57.9 ± 9.4	56.9 ± 9.2	64.5 ± 13.6	60.3 ± 12.4	47.4 ± 16.7	63.5 ± 16.6	48.4 ± 20.0	55.8 ± 4.4
19	75.2 ± 6.1	69.6 ± 7.6	69.4 ± 9.4	79.7 ± 7.4	69.1 ± 9.3	70.8 ± 15.1	72.0 ± 12.5	52.1 ± 17.7	72.2 ± 3.9
20	74.9 ± 6.9	75.9 ± 6.3	71.0 ± 8.9	72.0 ± 11.2	77.4 ± 9.1	71.0 ± 18.7	86.8 ± 12.5	81.9 ± 18.6	74.5 ± 3.7
21	75.8 ± 6.7	71.6 ± 6.6	73.1 ± 8.7	81.8 ± 6.7	77.3 ± 10.2	77.8 ± 14.8	80.7 ± 14.0	74.1 ± 31.8	75.1 ± 3.6
22	77.8 ± 6.1	79.3 ± 7.0	77.0 ± 7.2	75.1 ± 7.4	75.8 ± 10.2	76.5 ± 10.3	84.6 ± 14.6	71.2 ± 14.4	77.7 ± 3.4
23	78.9 ± 6.3	78.4 ± 6.2	77.0 ± 7.5	75.7 ± 9.3	65.6 ± 9.4	78.0 ± 12.5	85.1 ± 7.7	72.9 ± 16.4	77.2 ± 2.8
24	71.2 ± 5.6	78.4 ± 7.4	70.6 ± 8.5	76.8 ± 7.3	72.2 ± 9.3	72.3 ± 22.4	76.5 ± 18.0	73.5 ± 13.8	73.7 ± 3.2
15–19	29.7 ± 2.7	28.5 ± 3.0	32.4 ± 3.2	42.4 ± 4.5	30.0 ± 2.7	29.1 ± 6.1	28.7 ± 5.5	25.3 ± 7.0	31.3 ± 1.3
20–24	75.7 ± 3.0	76.8 ± 3.3	73.7 ± 3.3	76.4 ± 3.4	73.5 ± 3.7	75.3 ± 7.5	82.8 ± 5.5	74.7 ± 10.7	75.6 ± 1.5
15–24	53.9 ± 2.1	54.6 ± 2.0	53.7 ± 2.5	60.3 ± 2.5	52.6 ± 2.6	51.2 ± 4.4	59.2 ± 4.2	51.0 ± 6.8	54.6 ± 1.0
18–24	72.1 ± 2.8	73.5 ± 2.8	70.7 ± 3.3	75.2 ± 3.2	71.1 ± 3.6	70.6 ± 5.6	79.2 ± 5.6	67.9 ± 9.3	72.5 ± 1.4
25–29	70.9 ± 2.9	75.9 ± 3.3	71.5 ± 4.0	73.3 ± 3.2	69.6 ± 4.2	66.5 ± 7.2	81.7 ± 7.4	70.9 ± 7.7	72.6 ± 1.7

Table BA.24 **Full time participation in education and training at or above Certificate III and/or employment (per cent) (a), (b), (c), (d), (e), (f)**

Age (years)	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
15–64	59.3 ± 1.0	60.4 ± 1.0	60.6 ± 1.2	61.6 ± 0.7	57.7 ± 1.3	53.5 ± 2.1	68.3 ± 2.2	69.1 ± 2.9	60.1 ± 0.5

- (a) Includes people who are participating in full time employment, full time education or training at or above Certificate III, or both part time employment and part time education or training at or above Certificate III. People with Certificate nfd and people whose level could not be determined are excluded.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (d) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (f) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.25

Table BA.25 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data) (a), (b), (c), (d), (e), (f)**

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

2006

TABLE BA.25

Table BA.25 **Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data) (a), (b), (c), (d), (e), (f)**

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

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

Table BA.25 Proportion of 17–24 year old school leavers who are fully participating in education and training and/or employment, by Indigenous status (Census data) (a), (b), (c), (d), (e), (f)

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

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

TABLE BA.26

Table BA.26 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Proportion of population engaged in full time education and training and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	82.8 ± 3.7	80.5 ± 8.8	np	np	86.6 ± 12.0	82.3 ± 6.7	np	np	80.0 ± 2.4
SEIFA IRSD quintile 2	np	87.0 ± 3.5	73.0 ± 7.4	89.2 ± 13.0	85.4 ± 7.5	80.2 ± 13.6	np	68.4 ± 35.8	np
SEIFA IRSD quintile 3	85.4 ± 12.5	92.1 ± 1.4	78.8 ± 8.5	89.6 ± 15.6	np	84.1 ± 8.0	80.0 ± 27.7	np	np
SEIFA IRSD quintile 4	94.0 ± 4.1	np	89.1 ± 8.6	np	88.5 ± 5.0	np	88.8 ± 16.7	np	89.4 ± 1.9
SEIFA IRSD quintile 5	np	91.4 ± 7.8	84.5 ± 15.0	np	90.4 ± 13.3	np	np	np	np
15–24 year olds									
SEIFA IRSD quintile 1	70.0 ± 4.6	np	59.5 ± 5.7	67.3 ± 5.0	77.5 ± 9.4	68.9 ± 4.8	np	np	69.2 ± 2.0
SEIFA IRSD quintile 2	77.6 ± 6.0	78.9 ± 8.0	69.2 ± 5.6	76.5 ± 11.5	77.5 ± 10.8	75.1 ± 3.3	np	61.9 ± 24.9	76.4 ± 1.7
SEIFA IRSD quintile 3	83.2 ± 9.2	np	74.9 ± 3.6	85.8 ± 10.4	np	83.3 ± 11.1	np	np	np
SEIFA IRSD quintile 4	84.7 ± 7.5	np	85.7 ± 8.8	np	81.6 ± 7.1	89.5 ± 9.5	np	86.8 ± 9.6	82.4 ± 3.5
SEIFA IRSD quintile 5	np	86.6 ± 7.7	82.3 ± 9.0	81.8 ± 2.9	np	np	87.5 ± 1.8	88.9 ± 10.3	np
17–24 year olds									
SEIFA IRSD quintile 1	61.9 ± 7.3	np	51.5 ± 8.9	64.6 ± 10.5	68.4 ± 10.9	56.8 ± 9.0	np	np	63.3 ± 3.3
SEIFA IRSD quintile 2	73.5 ± 7.1	74.1 ± 10.7	66.8 ± 5.6	79.1 ± 8.2	75.6 ± 12.3	64.7 ± 13.2	np	68.6 ± 24.9	71.4 ± 2.6
SEIFA IRSD quintile 3	81.1 ± 10.6	np	69.3 ± 4.0	81.6 ± 13.3	np	74.0 ± 18.2	56.4 ± 37.4	76.7 ± 19.0	np
SEIFA IRSD quintile 4	81.7 ± 9.0	74.1 ± 2.6	80.3 ± 11.2	np	80.5 ± 8.8	78.8 ± 16.9	np	np	78.8 ± 4.4
SEIFA IRSD quintile 5	np	84.0 ± 8.6	80.1 ± 10.2	80.2 ± 1.7	87.5 ± 4.0	np	88.3 ± 2.8	np	83.6 ± 0.9
20–24 year olds									
SEIFA IRSD quintile 1	57.1 ± 10.1	np	53.9 ± 10.1	72.3 ± 7.3	65.9 ± 15.4	46.7 ± 19.7	np	np	59.3 ± 3.7
SEIFA IRSD quintile 2	69.7 ± 8.6	73.1 ± 12.7	68.7 ± 3.7	73.8 ± 13.9	78.0 ± 14.1	64.8 ± 8.9	np	np	70.3 ± 4.4
SEIFA IRSD quintile 3	80.8 ± 8.8	79.8 ± 2.1	74.0 ± 4.2	78.6 ± 11.7	81.3 ± 6.0	74.0 ± 30.6	70.0 ± 33.9	87.2 ± 18.6	78.0 ± 1.5
SEIFA IRSD quintile 4	78.0 ± 9.2	71.4 ± 7.0	79.4 ± 10.4	np	77.1 ± 11.5	np	71.2 ± 10.4	85.0 ± 10.2	76.0 ± 4.8

TABLE BA.26

Table BA.26 Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 5	np	81.8 ± 11.1	75.1 ± 8.6	78.5 ± 5.5	np	np	93.4 ± 3.2	np	np
25–29 year olds									
SEIFA IRSD quintile 1	63.7 ± 8.3	55.3 ± 13.1	60.1 ± 7.2	np	51.0 ± 15.6	63.7 ± 9.8	np	np	59.8 ± 5.8
SEIFA IRSD quintile 2	72.2 ± 6.6	65.9 ± 10.0	62.7 ± 13.0	73.7 ± 7.2	71.4 ± 10.4	66.7 ± 17.6	np	np	68.0 ± 4.0
SEIFA IRSD quintile 3	73.7 ± 14.9	72.2 ± 6.8	69.1 ± 7.2	71.1 ± 3.3	np	71.2 ± 12.5	74.4 ± 23.1	63.0 ± 16.9	71.6 ± 3.1
SEIFA IRSD quintile 4	74.1 ± 4.5	np	65.6 ± 8.1	np	78.5 ± 13.5	80.0 ± 26.7	76.5 ± 18.0	75.0 ± 17.7	75.0 ± 2.5
SEIFA IRSD quintile 5	82.3 ± 2.4	87.1 ± 11.2	74.2 ± 1.5	76.1 ± 4.9	np	np	88.5 ± 13.0	np	81.2 ± 3.5
15–64 year olds									
SEIFA IRSD quintile 1	51.8 ± 2.5	53.4 ± 2.8	52.8 ± 3.3	57.4 ± 6.8	55.0 ± 6.2	49.9 ± 4.7	np	60.9 ± 18.9	53.2 ± 2.0
SEIFA IRSD quintile 2	60.5 ± 3.2	61.3 ± 4.6	np	63.1 ± 4.0	63.9 ± 5.1	np	np	65.5 ± 7.0	61.3 ± 1.5
SEIFA IRSD quintile 3	66.1 ± 5.2	np	65.7 ± 1.6	68.7 ± 1.4	67.9 ± 3.4	60.2 ± 8.7	np	75.4 ± 4.8	66.3 ± 0.5
SEIFA IRSD quintile 4	np	np	66.7 ± 3.6	np	np	66.0 ± 5.3	69.2 ± 7.2	78.8 ± 4.0	np
SEIFA IRSD quintile 5	np	70.6 ± 1.3	68.4 ± 2.9	68.4 ± 2.4	69.0 ± 2.0	np	76.0 ± 2.8	80.0 ± 11.7	70.4 ± 0.6
2012									
Proportion of population engaged in full time education and training and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	83.7 ± 5.0	77.8 ± 7.8	73.9 ± 9.0	86.8 ± 8.4	81.4 ± 9.4	79.0 ± 11.7	np	92.6 ± 16.2	80.6 ± 3.1
SEIFA IRSD quintile 2	84.9 ± 7.1	87.2 ± 5.6	76.8 ± 9.5	78.6 ± 9.9	81.7 ± 10.9	92.8 ± 5.7	100.0	81.1 ± 39.6	83.0 ± 3.9
SEIFA IRSD quintile 3	86.1 ± 7.8	93.6 ± 4.3	85.5 ± 5.7	87.6 ± 5.3	91.9 ± 9.8	92.1 ± 5.9	79.8 ± 15.7	83.3 ± 19.9	88.3 ± 2.9
SEIFA IRSD quintile 4	90.3 ± 5.4	88.5 ± 5.0	86.0 ± 4.9	85.5 ± 6.9	90.2 ± 6.5	91.2 ± 7.9	84.0 ± 13.0	84.0 ± 23.5	88.1 ± 2.7
SEIFA IRSD quintile 5	93.7 ± 3.6	90.7 ± 4.8	89.0 ± 5.4	93.7 ± 4.1	80.3 ± 13.2	81.4 ± 29.2	91.4 ± 7.1	93.9 ± 13.1	91.2 ± 2.2
15–24 year olds									
SEIFA IRSD quintile 1	77.3 ± 4.6	72.7 ± 5.1	69.2 ± 7.2	76.2 ± 7.3	71.1 ± 8.1	65.1 ± 7.2	np	62.9 ± 19.3	73.7 ± 2.9
SEIFA IRSD quintile 2	78.5 ± 6.4	80.2 ± 5.3	69.5 ± 9.7	72.8 ± 7.3	77.1 ± 5.8	84.1 ± 7.4	96.2 ± 9.3	71.8 ± 21.6	76.7 ± 2.8
SEIFA IRSD quintile 3	84.2 ± 5.7	82.3 ± 4.2	80.6 ± 4.1	81.8 ± 5.4	87.4 ± 7.5	84.4 ± 9.9	84.4 ± 10.9	78.8 ± 8.1	82.6 ± 2.3

TABLE BA.26

Table BA.26 Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 4	86.8 ± 3.4	83.4 ± 3.9	82.3 ± 3.5	82.7 ± 3.4	84.6 ± 5.2	81.6 ± 14.0	88.6 ± 10.3	79.8 ± 16.8	84.1 ± 1.4
SEIFA IRSD quintile 5	93.1 ± 3.1	87.5 ± 4.3	82.0 ± 3.9	89.0 ± 4.5	82.5 ± 9.2	82.0 ± 24.8	85.7 ± 6.7	92.1 ± 9.0	88.3 ± 2.0
17–24 year olds									
SEIFA IRSD quintile 1	72.9 ± 5.7	68.5 ± 5.6	64.4 ± 8.9	69.0 ± 11.0	64.5 ± 10.5	56.7 ± 9.1	np	55.0 ± 20.0	68.8 ± 3.4
SEIFA IRSD quintile 2	74.0 ± 7.3	77.9 ± 6.5	65.2 ± 10.7	69.4 ± 8.2	73.8 ± 6.2	79.2 ± 9.6	95.8 ± 9.9	67.6 ± 23.0	73.1 ± 3.2
SEIFA IRSD quintile 3	81.3 ± 6.8	78.5 ± 5.0	76.6 ± 4.2	78.3 ± 6.3	85.3 ± 8.2	80.3 ± 12.5	82.2 ± 12.1	72.5 ± 10.1	79.1 ± 2.8
SEIFA IRSD quintile 4	84.5 ± 4.3	80.3 ± 5.2	78.8 ± 4.3	80.0 ± 4.0	80.4 ± 6.7	79.1 ± 15.3	86.5 ± 12.1	73.1 ± 20.0	81.1 ± 1.9
SEIFA IRSD quintile 5	91.6 ± 3.9	84.5 ± 5.0	79.9 ± 5.0	86.2 ± 5.6	79.2 ± 10.5	79.4 ± 29.5	83.5 ± 8.3	91.1 ± 10.5	85.9 ± 2.4
18–24 year olds									
SEIFA IRSD quintile 1	71.1 ± 6.4	66.4 ± 5.9	65.9 ± 9.3	67.4 ± 13.5	61.4 ± 11.5	53.4 ± 11.0	–	53.1 ± 22.8	67.3 ± 3.6
SEIFA IRSD quintile 2	73.0 ± 7.9	75.2 ± 7.6	62.4 ± 12.2	67.5 ± 8.6	70.4 ± 7.2	76.8 ± 10.7	95.5 ± 11.2	64.6 ± 22.9	70.9 ± 3.4
SEIFA IRSD quintile 3	81.3 ± 7.2	75.6 ± 5.6	74.7 ± 4.2	77.8 ± 7.5	84.9 ± 8.8	77.8 ± 13.7	80.1 ± 13.9	71.1 ± 11.8	77.6 ± 2.9
SEIFA IRSD quintile 4	84.2 ± 4.1	78.8 ± 5.7	78.4 ± 4.3	80.6 ± 4.7	79.7 ± 7.4	75.9 ± 17.1	86.6 ± 13.3	69.0 ± 22.3	80.5 ± 2.1
SEIFA IRSD quintile 5	90.6 ± 4.2	82.5 ± 5.5	77.2 ± 6.8	85.7 ± 6.1	78.4 ± 11.0	77.9 ± 30.8	82.0 ± 8.8	93.8 ± 11.4	84.6 ± 2.8
20–24 year olds									
SEIFA IRSD quintile 1	72.1 ± 7.7	68.2 ± 6.6	65.4 ± 9.4	63.6 ± 18.5	60.4 ± 11.5	52.5 ± 17.6	–	31.0 ± 21.4	67.7 ± 4.1
SEIFA IRSD quintile 2	72.8 ± 7.9	75.4 ± 9.1	62.4 ± 13.5	68.4 ± 9.9	73.0 ± 9.9	72.4 ± 15.3	94.8 ± 13.0	65.0 ± 22.9	71.3 ± 4.2
SEIFA IRSD quintile 3	82.3 ± 7.8	72.7 ± 4.9	76.4 ± 5.4	77.5 ± 8.4	84.7 ± 9.9	76.0 ± 17.2	88.2 ± 11.6	75.2 ± 10.0	77.7 ± 3.0
SEIFA IRSD quintile 4	84.2 ± 5.3	78.8 ± 6.4	78.7 ± 5.5	80.8 ± 5.4	79.5 ± 8.2	72.9 ± 24.2	92.9 ± 11.8	75.1 ± 19.7	80.7 ± 2.9
SEIFA IRSD quintile 5	92.4 ± 5.1	84.5 ± 6.4	73.5 ± 8.5	83.7 ± 7.6	85.1 ± 12.0	82.6 ± 25.4	81.5 ± 9.7	90.2 ± 18.0	85.2 ± 3.2
25–29 year olds									
SEIFA IRSD quintile 1	61.9 ± 5.9	62.3 ± 6.9	56.8 ± 9.8	74.2 ± 12.2	55.2 ± 9.6	np	np	65.3 ± 12.5	60.8 ± 4.1
SEIFA IRSD quintile 2	68.7 ± 6.4	66.5 ± 7.5	74.9 ± 6.6	64.7 ± 7.7	66.4 ± 6.2	61.7 ± 20.7	81.0 ± 21.0	78.6 ± 18.0	69.0 ± 3.1
SEIFA IRSD quintile 3	71.3 ± 6.8	72.8 ± 5.0	73.7 ± 6.8	77.7 ± 5.0	80.3 ± 11.6	np	np	66.8 ± 16.3	73.3 ± 3.6
SEIFA IRSD quintile 4	81.2 ± 5.3	81.3 ± 6.2	76.2 ± 6.7	76.8 ± 8.0	78.5 ± 10.3	60.4 ± 12.2	71.4 ± 14.9	81.7 ± 19.6	79.2 ± 2.9

TABLE BA.26

Table BA.26 Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 5	88.5 ± 6.5	82.9 ± 6.6	75.5 ± 7.1	79.1 ± 6.5	79.1 ± 13.7	82.0 ± 28.6	83.2 ± 6.2	89.8 ± 14.8	82.6 ± 2.8
15–64 year olds									
SEIFA IRSD quintile 1	60.3 ± 1.9	56.6 ± 2.4	57.1 ± 4.1	65.2 ± 5.8	53.4 ± 4.1	49.1 ± 4.3	58.3 ± 26.2	66.6 ± 8.3	58.2 ± 1.3
SEIFA IRSD quintile 2	63.9 ± 2.5	63.2 ± 2.8	62.7 ± 3.0	65.3 ± 3.3	63.7 ± 4.2	62.4 ± 4.5	78.3 ± 11.6	75.2 ± 5.9	63.7 ± 1.3
SEIFA IRSD quintile 3	67.4 ± 2.5	67.6 ± 2.5	69.3 ± 2.3	69.9 ± 2.5	62.8 ± 3.7	63.1 ± 3.6	77.0 ± 6.1	75.5 ± 4.8	68.1 ± 1.3
SEIFA IRSD quintile 4	72.6 ± 2.3	68.6 ± 2.3	69.2 ± 2.4	70.0 ± 2.1	67.1 ± 2.2	64.5 ± 4.3	72.9 ± 6.6	78.9 ± 3.4	70.0 ± 1.0
SEIFA IRSD quintile 5	72.5 ± 1.9	68.4 ± 2.5	70.2 ± 2.8	71.2 ± 2.4	67.1 ± 3.9	62.8 ± 6.2	72.3 ± 3.4	79.2 ± 5.9	70.5 ± 0.9
2011									
Proportion of population engaged in full time education and training and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	78.0 ± 5.4	82.6 ± 6.3	68.2 ± 11.2	71.8 ± 14.1	77.8 ± 12.5	np	np	66.7 ± 16.0	77.5 ± 3.5
SEIFA IRSD quintile 2	81.5 ± 4.8	88.3 ± 6.0	80.0 ± 6.0	78.7 ± 8.4	87.2 ± 8.0	np	np	77.4 ± 18.5	82.9 ± 2.3
SEIFA IRSD quintile 3	82.9 ± 6.8	91.9 ± 3.8	81.4 ± 6.9	90.3 ± 7.1	80.4 ± 8.6	89.0 ± 9.4	88.1 ± 13.0	67.2 ± 21.3	85.4 ± 2.5
SEIFA IRSD quintile 4	89.4 ± 5.3	93.3 ± 3.7	83.1 ± 5.3	96.2 ± 4.6	92.6 ± 6.0	95.2 ± 5.4	85.1 ± 7.4	82.6 ± 17.4	90.0 ± 2.5
SEIFA IRSD quintile 5	92.5 ± 3.5	92.0 ± 4.6	87.4 ± 7.2	92.4 ± 5.0	87.3 ± 6.6	96.0 ± 10.0	93.1 ± 5.8	100.0	91.0 ± 2.8
15–24 year olds									
SEIFA IRSD quintile 1	71.7 ± 4.7	78.3 ± 5.4	63.1 ± 6.1	71.3 ± 9.3	69.0 ± 7.8	76.7 ± 8.8	100.0	64.6 ± 18.4	72.0 ± 2.8
SEIFA IRSD quintile 2	77.5 ± 4.4	82.6 ± 4.4	77.2 ± 4.2	72.7 ± 8.7	82.8 ± 5.8	81.5 ± 8.6	68.8 ± 25.2	77.7 ± 15.2	78.6 ± 2.2
SEIFA IRSD quintile 3	83.9 ± 5.0	83.9 ± 3.9	77.4 ± 5.4	86.7 ± 5.3	81.6 ± 5.9	88.9 ± 8.2	76.9 ± 12.7	73.6 ± 13.3	82.5 ± 2.0
SEIFA IRSD quintile 4	85.3 ± 4.8	85.6 ± 3.7	82.4 ± 4.3	88.1 ± 5.4	87.3 ± 4.8	90.9 ± 7.2	79.5 ± 9.1	79.7 ± 9.5	85.2 ± 2.2
SEIFA IRSD quintile 5	87.9 ± 3.2	88.0 ± 3.7	83.9 ± 5.8	87.5 ± 3.4	85.3 ± 6.7	90.2 ± 10.8	93.6 ± 4.5	95.9 ± 8.8	87.2 ± 1.9
17–24 year olds									
SEIFA IRSD quintile 1	66.3 ± 5.9	73.7 ± 6.5	59.0 ± 5.9	68.0 ± 10.7	64.1 ± 8.0	72.0 ± 10.7	100.0	60.2 ± 22.7	67.2 ± 3.3
SEIFA IRSD quintile 2	74.2 ± 5.1	79.3 ± 5.3	72.4 ± 5.7	67.2 ± 9.8	79.0 ± 6.9	76.6 ± 11.9	61.5 ± 27.9	74.7 ± 17.5	74.6 ± 2.8
SEIFA IRSD quintile 3	82.0 ± 5.7	80.2 ± 4.8	73.6 ± 6.2	84.4 ± 6.2	78.6 ± 6.8	88.2 ± 7.5	71.6 ± 13.5	69.5 ± 16.0	79.5 ± 2.5

TABLE BA.26

Table BA.26 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 4	82.2 ± 6.0	83.4 ± 4.4	78.4 ± 5.5	85.6 ± 6.5	84.9 ± 5.7	88.3 ± 9.0	76.0 ± 10.7	74.0 ± 12.5	82.2 ± 2.8
SEIFA IRSD quintile 5	85.4 ± 3.9	85.5 ± 4.4	80.8 ± 6.1	84.7 ± 4.1	82.2 ± 7.9	84.1 ± 19.0	92.2 ± 5.3	95.0 ± 10.7	84.5 ± 2.1
18–24 year olds									
SEIFA IRSD quintile 1	65.4 ± 5.8	72.0 ± 7.3	57.2 ± 6.7	68.9 ± 10.5	61.3 ± 7.9	71.1 ± 11.3	100.0	58.2 ± 24.6	66.0 ± 3.4
SEIFA IRSD quintile 2	72.5 ± 5.8	78.3 ± 5.2	73.0 ± 5.8	64.6 ± 10.7	78.0 ± 7.6	73.9 ± 12.8	55.4 ± 27.6	72.2 ± 19.9	73.5 ± 3.0
SEIFA IRSD quintile 3	81.5 ± 6.2	78.4 ± 5.3	72.0 ± 6.8	83.8 ± 6.8	76.8 ± 7.9	86.5 ± 8.6	69.7 ± 16.0	70.2 ± 17.0	78.3 ± 2.9
SEIFA IRSD quintile 4	80.9 ± 7.0	81.8 ± 5.1	77.8 ± 6.7	85.3 ± 5.9	83.7 ± 6.4	85.8 ± 11.7	71.6 ± 12.7	71.2 ± 12.6	81.0 ± 3.2
SEIFA IRSD quintile 5	83.3 ± 4.3	83.8 ± 5.1	81.4 ± 6.1	84.0 ± 3.9	81.7 ± 8.0	80.1 ± 18.7	92.1 ± 5.4	93.7 ± 13.8	83.4 ± 2.1
20–24 year olds									
SEIFA IRSD quintile 1	66.4 ± 6.5	73.6 ± 9.0	58.0 ± 10.3	70.9 ± 9.8	63.9 ± 9.0	np	np	62.6 ± 32.7	67.2 ± 3.7
SEIFA IRSD quintile 2	74.2 ± 6.3	78.4 ± 7.1	74.6 ± 5.7	67.4 ± 12.3	np	np	–	77.9 ± 16.5	74.8 ± 3.8
SEIFA IRSD quintile 3	84.8 ± 6.1	78.2 ± 7.2	74.2 ± 7.2	83.2 ± 6.9	82.7 ± 7.8	88.8 ± 8.3	66.1 ± 21.0	78.5 ± 13.3	80.0 ± 3.0
SEIFA IRSD quintile 4	81.9 ± 7.5	79.6 ± 5.6	81.8 ± 7.4	81.0 ± 8.2	81.9 ± 7.6	83.4 ± 18.1	75.6 ± 13.5	77.2 ± 17.5	81.0 ± 3.4
SEIFA IRSD quintile 5	82.6 ± 5.1	84.1 ± 5.0	80.3 ± 6.5	82.5 ± 5.0	82.7 ± 10.0	80.0 ± 14.2	93.9 ± 5.0	90.6 ± 20.7	83.1 ± 2.5
25–29 year olds									
SEIFA IRSD quintile 1	59.6 ± 6.5	61.3 ± 7.9	63.4 ± 15.4	70.0 ± 11.5	66.1 ± 10.4	63.0 ± 13.9	100.0	68.1 ± 16.3	62.5 ± 4.1
SEIFA IRSD quintile 2	62.8 ± 6.1	75.9 ± 8.7	68.5 ± 6.7	70.9 ± 8.9	66.2 ± 8.5	63.7 ± 14.4	93.3 ± 19.0	65.8 ± 15.7	68.5 ± 3.9
SEIFA IRSD quintile 3	73.6 ± 4.7	77.1 ± 6.0	76.1 ± 6.1	73.1 ± 9.1	75.1 ± 9.8	72.4 ± 19.9	81.6 ± 18.9	79.9 ± 14.6	75.3 ± 2.7
SEIFA IRSD quintile 4	80.2 ± 8.1	80.0 ± 5.7	73.7 ± 6.2	81.2 ± 5.8	69.5 ± 11.0	81.7 ± 13.1	71.0 ± 15.0	73.6 ± 17.1	78.1 ± 2.9
SEIFA IRSD quintile 5	83.1 ± 7.0	85.1 ± 5.1	78.4 ± 6.1	78.3 ± 9.6	82.0 ± 8.7	64.7 ± 30.8	86.2 ± 8.6	83.3 ± 15.1	82.3 ± 2.4
15–64 year olds									
SEIFA IRSD quintile 1	55.1 ± 3.2	59.3 ± 2.1	56.2 ± 3.7	61.9 ± 4.0	55.2 ± 3.2	54.0 ± 4.5	72.1 ± 14.7	64.5 ± 8.5	56.9 ± 1.8
SEIFA IRSD quintile 2	61.7 ± 2.5	65.6 ± 3.0	63.7 ± 2.4	64.6 ± 4.0	64.2 ± 2.8	61.2 ± 5.1	79.8 ± 21.2	70.8 ± 5.4	63.8 ± 1.2
SEIFA IRSD quintile 3	66.6 ± 2.6	67.3 ± 2.6	67.3 ± 2.4	68.7 ± 3.3	65.4 ± 3.5	67.5 ± 4.3	73.7 ± 5.1	78.6 ± 4.9	67.3 ± 1.2
SEIFA IRSD quintile 4	70.0 ± 2.3	69.5 ± 2.4	69.1 ± 3.3	67.7 ± 1.9	69.4 ± 3.0	67.1 ± 3.5	70.5 ± 3.0	83.7 ± 4.7	69.4 ± 1.2

Table BA.26 **Full time participation in education and training and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 5	71.7 ± 1.9	70.2 ± 1.9	70.5 ± 2.6	67.7 ± 2.1	66.9 ± 3.0	58.6 ± 5.6	76.5 ± 3.2	78.8 ± 5.2	70.5 ± 0.9

- (a) Includes people who are participating in full time education and training and/or full time employment, or both part time education and training and part time employment.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (d) Proportions are determined using the number of students educated in the jurisdiction divided by the population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (f) There are approximately 47 communities in the NT for whom there is no ABS IRSD score due to their remoteness and small population. All but one of these communities are included in the bottom decile.
- (g) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (h) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. No. 6227.0.

TABLE BA.27

Table BA.27 **Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Proportion of population engaged in full time education and training at Certificate level III or above and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	21.9 ± 11.5	30.7 ± 7.7	26.3 ± 6.6	np	23.4 ± 7.0	19.4 ± 8.3	np	np	25.4 ± 4.7
SEIFA IRSD quintile 2	29.2 ± 7.8	29.8 ± 7.7	25.2 ± 6.2	39.0 ± 13.0	31.3 ± 7.5	14.6 ± 12.0	np	np	28.6 ± 2.5
SEIFA IRSD quintile 3	33.4 ± 10.3	28.9 ± 6.9	31.6 ± 8.7	50.0 ± 23.5	31.8 ± 11.8	np	np	23.2 ± 14.4	32.2 ± 4.7
SEIFA IRSD quintile 4	43.2 ± 12.0	26.5 ± 7.8	38.2 ± 11.0	37.5 ± 7.4	26.1 ± 15.7	np	np	47.2 ± 17.2	35.5 ± 5.2
SEIFA IRSD quintile 5	27.2 ± 6.2	31.6 ± 3.3	44.7 ± 8.4	39.4 ± 9.4	24.8 ± 15.0	np	34.6 ± 6.9	42.9 ± 21.2	33.8 ± 2.7
15–24 year olds									
SEIFA IRSD quintile 1	41.3 ± 9.1	47.2 ± 6.1	42.7 ± 5.8	47.5 ± 11.5	41.5 ± 8.0	33.3 ± 7.9	np	np	42.8 ± 3.5
SEIFA IRSD quintile 2	48.7 ± 6.7	51.6 ± 10.1	48.0 ± 6.8	59.6 ± 11.7	49.2 ± 11.4	40.2 ± 8.8	np	47.6 ± 24.7	50.0 ± 2.6
SEIFA IRSD quintile 3	59.4 ± 8.3	55.0 ± 7.3	55.0 ± 4.4	66.2 ± 11.8	56.3 ± 5.1	50.0 ± 13.6	np	54.0 ± 14.8	57.6 ± 2.1
SEIFA IRSD quintile 4	62.8 ± 9.7	53.1 ± 2.0	57.7 ± 10.7	np	55.3 ± 11.8	52.3 ± 17.9	45.4 ± 12.2	60.5 ± 19.9	57.0 ± 4.4
SEIFA IRSD quintile 5	56.6 ± 3.1	58.3 ± 7.5	61.0 ± 7.3	58.9 ± 4.5	61.0 ± 7.6	np	66.0 ± 3.5	52.8 ± 33.1	59.1 ± 2.0
17–24 year olds									
SEIFA IRSD quintile 1	47.7 ± 10.3	55.9 ± 3.3	51.8 ± 7.0	58.2 ± 8.6	51.7 ± 9.8	43.2 ± 8.9	np	np	51.6 ± 3.5
SEIFA IRSD quintile 2	60.9 ± 8.1	62.1 ± 10.9	58.0 ± 7.1	69.4 ± 11.7	64.2 ± 10.2	46.2 ± 11.5	np	71.4 ± 15.9	61.0 ± 2.5
SEIFA IRSD quintile 3	69.5 ± 11.0	67.8 ± 3.0	63.6 ± 4.5	75.2 ± 16.1	69.2 ± 2.7	57.0 ± 17.1	np	58.9 ± 18.6	68.7 ± 0.9
SEIFA IRSD quintile 4	72.4 ± 11.0	np	72.4 ± 11.1	np	67.9 ± 12.0	68.2 ± 21.3	61.1 ± 7.0	82.1 ± 14.2	68.9 ± 4.9
SEIFA IRSD quintile 5	68.4 ± 1.5	73.2 ± 8.2	72.0 ± 8.2	72.7 ± 4.7	70.6 ± 6.8	np	77.0 ± 4.5	65.5 ± 37.7	71.6 ± 0.3
20–24 year olds									
SEIFA IRSD quintile 1	54.7 ± 10.2	np	53.9 ± 10.1	61.9 ± 13.3	61.8 ± 14.7	46.7 ± 19.7	np	np	59.1 ± 3.2
SEIFA IRSD quintile 2	71.6 ± 8.0	71.6 ± 13.2	68.7 ± 3.7	73.8 ± 13.9	73.4 ± 13.8	64.8 ± 8.9	np	np	70.6 ± 4.3
SEIFA IRSD quintile 3	83.5 ± 3.9	79.8 ± 2.1	74.0 ± 4.2	78.6 ± 11.7	79.4 ± 6.0	74.0 ± 30.6	70.0 ± 33.9	87.2 ± 18.6	np
SEIFA IRSD quintile 4	78.0 ± 9.2	71.8 ± 6.2	79.4 ± 10.4	np	77.1 ± 11.5	93.3 ± 14.0	71.2 ± 10.4	85.0 ± 10.2	75.8 ± 4.9

TABLE BA.27

Table BA.27 Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 5	np	81.2 ± 11.6	75.1 ± 8.6	75.4 ± 6.5	np	np	93.4 ± 3.2	np	np
25–29 year olds									
SEIFA IRSD quintile 1	63.7 ± 8.2	55.3 ± 13.1	60.1 ± 7.2	np	51.0 ± 15.6	63.7 ± 9.8	np	np	60.5 ± 5.6
SEIFA IRSD quintile 2	71.6 ± 6.9	65.9 ± 10.0	63.3 ± 13.2	70.9 ± 8.7	67.0 ± 10.6	66.7 ± 17.6	np	65.6 ± 22.7	67.0 ± 4.0
SEIFA IRSD quintile 3	73.7 ± 14.9	72.2 ± 6.8	69.1 ± 7.2	71.1 ± 3.3	np	71.2 ± 12.5	74.4 ± 23.1	56.5 ± 19.2	71.4 ± 3.2
SEIFA IRSD quintile 4	74.1 ± 4.5	np	65.6 ± 8.1	71.5 ± 2.1	78.5 ± 13.5	80.0 ± 26.7	81.5 ± 12.4	75.0 ± 17.7	74.4 ± 2.8
SEIFA IRSD quintile 5	82.3 ± 2.4	87.1 ± 11.2	74.2 ± 1.5	76.1 ± 4.9	np	np	88.5 ± 13.0	np	81.2 ± 3.5
15–64 year olds									
SEIFA IRSD quintile 1	45.5 ± 2.7	47.2 ± 3.4	48.8 ± 3.3	51.4 ± 8.0	47.6 ± 5.6	43.0 ± 4.8	np	58.6 ± 11.7	47.2 ± 1.9
SEIFA IRSD quintile 2	53.9 ± 2.8	55.7 ± 4.2	np	60.2 ± 3.2	58.3 ± 4.7	np	np	62.0 ± 10.6	55.9 ± 1.3
SEIFA IRSD quintile 3	61.4 ± 4.3	59.9 ± 1.7	61.0 ± 2.4	np	61.2 ± 2.5	55.4 ± 8.0	np	67.6 ± 2.8	61.2 ± 0.4
SEIFA IRSD quintile 4	np	np	60.6 ± 4.0	np	59.8 ± 0.5	58.8 ± 6.6	62.2 ± 5.2	np	np
SEIFA IRSD quintile 5	np	65.3 ± 1.9	64.1 ± 2.0	64.1 ± 1.9	61.7 ± 3.7	np	70.7 ± 2.7	75.7 ± 11.3	64.9 ± 0.5
2012									
Proportion of population engaged in full time education and training at Certificate level III or above and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	24.1 ± 6.5	23.5 ± 7.3	28.1 ± 10.1	33.2 ± 14.5	24.2 ± 12.3	np	–	np	24.9 ± 3.7
SEIFA IRSD quintile 2	26.5 ± 6.6	29.2 ± 8.5	32.4 ± 8.6	34.1 ± 10.5	24.4 ± 8.7	31.2 ± 8.4	np	32.7 ± 15.9	29.0 ± 3.3
SEIFA IRSD quintile 3	31.3 ± 7.6	26.4 ± 8.3	37.1 ± 7.0	41.1 ± 9.6	34.9 ± 14.0	27.3 ± 9.5	23.7 ± 12.5	19.4 ± 18.8	32.3 ± 4.1
SEIFA IRSD quintile 4	40.4 ± 8.8	29.7 ± 6.0	42.9 ± 6.8	43.1 ± 10.8	30.6 ± 9.8	38.9 ± 17.1	27.8 ± 14.8	np	37.2 ± 3.8
SEIFA IRSD quintile 5	37.7 ± 7.5	29.6 ± 6.4	46.6 ± 10.9	45.2 ± 7.2	32.5 ± 12.1	37.2 ± 30.9	30.9 ± 9.3	54.0 ± 29.3	38.0 ± 4.2
15–24 year olds									
SEIFA IRSD quintile 1	50.0 ± 5.6	46.9 ± 6.0	48.1 ± 7.9	46.4 ± 12.4	41.5 ± 10.7	33.7 ± 10.4	–	27.8 ± 21.2	47.2 ± 3.0
SEIFA IRSD quintile 2	50.5 ± 6.0	55.6 ± 7.7	47.1 ± 8.2	52.6 ± 8.0	49.8 ± 7.2	48.7 ± 10.3	80.0 ± 15.4	51.3 ± 16.0	51.4 ± 3.0
SEIFA IRSD quintile 3	56.6 ± 5.9	51.2 ± 6.9	58.1 ± 3.8	61.6 ± 6.7	64.7 ± 10.5	50.5 ± 9.1	58.5 ± 13.4	50.4 ± 12.8	56.3 ± 2.8

TABLE BA.27

Table BA.27 Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 4	65.2 ± 5.3	53.7 ± 6.5	60.6 ± 4.8	65.9 ± 6.5	55.4 ± 9.0	56.8 ± 14.5	61.6 ± 15.7	44.9 ± 18.7	60.0 ± 2.4
SEIFA IRSD quintile 5	63.5 ± 5.0	57.9 ± 5.1	58.2 ± 6.6	63.4 ± 6.0	55.8 ± 8.8	61.1 ± 26.8	59.5 ± 9.2	71.3 ± 22.7	60.6 ± 2.8
17–24 year olds									
SEIFA IRSD quintile 1	61.0 ± 6.2	57.1 ± 6.1	59.5 ± 8.5	57.8 ± 12.0	51.4 ± 11.7	42.2 ± 11.8	–	33.7 ± 26.0	57.9 ± 3.5
SEIFA IRSD quintile 2	61.8 ± 7.0	65.0 ± 8.2	57.0 ± 10.4	61.6 ± 7.9	59.1 ± 7.7	61.2 ± 10.7	88.1 ± 21.4	59.1 ± 18.8	61.5 ± 3.1
SEIFA IRSD quintile 3	68.8 ± 6.2	62.3 ± 5.6	71.1 ± 4.3	71.8 ± 6.9	75.7 ± 10.5	66.1 ± 12.1	66.6 ± 15.4	65.4 ± 15.3	68.2 ± 2.8
SEIFA IRSD quintile 4	76.8 ± 4.6	66.9 ± 6.1	72.8 ± 4.8	76.1 ± 5.3	70.7 ± 8.7	64.6 ± 15.3	72.8 ± 15.4	59.9 ± 20.4	72.4 ± 2.0
SEIFA IRSD quintile 5	80.4 ± 4.4	70.9 ± 5.9	69.9 ± 5.5	79.5 ± 5.8	66.3 ± 9.8	70.0 ± 26.7	71.4 ± 9.2	80.6 ± 17.7	74.8 ± 2.9
18–24 year olds									
SEIFA IRSD quintile 1	66.9 ± 7.3	61.1 ± 6.8	64.1 ± 9.6	63.1 ± 13.2	59.0 ± 12.0	47.2 ± 13.0	–	39.2 ± 25.9	63.2 ± 4.1
SEIFA IRSD quintile 2	70.1 ± 8.7	71.6 ± 7.8	61.0 ± 12.2	63.7 ± 8.6	65.7 ± 7.9	69.1 ± 12.0	95.5 ± 11.2	64.6 ± 22.9	67.8 ± 3.9
SEIFA IRSD quintile 3	77.8 ± 7.0	70.0 ± 5.2	73.1 ± 4.4	75.6 ± 7.1	81.6 ± 10.0	74.4 ± 13.9	74.4 ± 14.9	68.9 ± 12.2	74.2 ± 2.8
SEIFA IRSD quintile 4	82.0 ± 4.5	75.1 ± 6.3	77.5 ± 4.5	80.0 ± 5.3	77.8 ± 7.8	71.5 ± 16.2	86.6 ± 13.3	69.0 ± 22.3	78.5 ± 2.2
SEIFA IRSD quintile 5	87.8 ± 4.4	80.1 ± 6.3	73.3 ± 7.1	85.7 ± 6.1	74.1 ± 11.3	75.1 ± 31.0	78.1 ± 9.6	93.8 ± 11.4	82.0 ± 3.0
20–24 year olds									
SEIFA IRSD quintile 1	71.2 ± 8.1	66.9 ± 6.7	64.4 ± 9.4	62.0 ± 20.0	59.4 ± 11.3	50.4 ± 17.3	–	31.0 ± 21.4	66.6 ± 4.2
SEIFA IRSD quintile 2	72.2 ± 8.1	73.6 ± 9.0	61.6 ± 13.2	66.5 ± 9.9	72.2 ± 10.5	72.4 ± 15.3	94.8 ± 13.0	65.0 ± 22.9	70.2 ± 4.3
SEIFA IRSD quintile 3	81.0 ± 8.0	72.2 ± 4.9	75.9 ± 5.5	76.6 ± 8.0	82.7 ± 10.1	76.0 ± 17.2	88.2 ± 11.6	75.2 ± 10.0	76.9 ± 2.8
SEIFA IRSD quintile 4	83.7 ± 5.7	76.2 ± 6.9	77.4 ± 5.7	80.8 ± 5.4	78.0 ± 9.9	72.9 ± 24.2	92.9 ± 11.8	75.1 ± 19.7	79.5 ± 3.1
SEIFA IRSD quintile 5	91.8 ± 4.9	83.4 ± 7.4	72.4 ± 8.1	83.7 ± 7.6	82.8 ± 12.3	82.6 ± 25.4	80.3 ± 9.9	90.2 ± 18.0	84.3 ± 3.3
25–29 year olds									
SEIFA IRSD quintile 1	61.3 ± 6.1	62.3 ± 6.9	55.9 ± 9.6	74.2 ± 12.2	53.5 ± 8.8	np	np	65.3 ± 12.5	60.3 ± 4.1
SEIFA IRSD quintile 2	67.7 ± 6.4	66.5 ± 7.5	74.3 ± 6.5	64.7 ± 7.7	65.3 ± 5.9	61.7 ± 20.7	81.0 ± 21.0	78.6 ± 18.0	68.4 ± 3.1
SEIFA IRSD quintile 3	71.3 ± 6.8	72.8 ± 5.0	73.7 ± 6.8	76.5 ± 5.2	80.3 ± 11.6	58.6 ± 14.9	81.0 ± 15.9	66.8 ± 16.3	73.2 ± 3.6
SEIFA IRSD quintile 4	81.2 ± 5.3	79.7 ± 6.6	76.2 ± 6.7	76.0 ± 8.2	77.1 ± 9.9	57.6 ± 10.8	71.4 ± 14.9	81.7 ± 19.6	78.5 ± 3.0

TABLE BA.27

Table BA.27 Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
SEIFA IRSD quintile 5	88.5 ± 6.5	82.9 ± 6.6	75.5 ± 7.1	78.3 ± 6.2	79.1 ± 13.7	82.0 ± 28.6	83.2 ± 6.2	89.8 ± 14.8	82.5 ± 2.7
15–64 year olds									
SEIFA IRSD quintile 1	53.2 ± 2.0	50.6 ± 2.4	52.5 ± 4.1	58.7 ± 6.1	46.6 ± 4.2	41.1 ± 4.2	np	60.3 ± 8.4	51.8 ± 1.3
SEIFA IRSD quintile 2	57.6 ± 2.7	58.1 ± 3.0	58.3 ± 2.6	60.6 ± 3.4	57.9 ± 4.2	56.1 ± 3.7	74.4 ± 12.6	70.7 ± 7.3	58.3 ± 1.4
SEIFA IRSD quintile 3	62.3 ± 2.4	60.9 ± 2.9	64.0 ± 2.1	65.7 ± 2.8	58.4 ± 3.8	55.9 ± 3.3	70.6 ± 6.4	68.9 ± 6.4	62.6 ± 1.4
SEIFA IRSD quintile 4	68.0 ± 2.3	62.5 ± 2.5	64.1 ± 2.7	66.6 ± 2.2	59.8 ± 2.6	59.4 ± 5.0	67.3 ± 6.8	72.8 ± 3.9	64.7 ± 1.1
SEIFA IRSD quintile 5	66.7 ± 2.2	62.6 ± 2.8	65.3 ± 3.4	65.2 ± 2.6	61.9 ± 4.0	57.9 ± 6.8	67.0 ± 4.1	75.5 ± 6.8	65.0 ± 1.0
2011									
Proportion of population engaged in full time education and training at Certificate level III or above and/or employment									
15–19 year olds									
SEIFA IRSD quintile 1	25.4 ± 6.7	26.1 ± 7.8	26.1 ± 9.1	32.3 ± 18.9	14.8 ± 8.8	25.0 ± 12.2	np	np	25.4 ± 3.6
SEIFA IRSD quintile 2	27.8 ± 7.5	30.1 ± 7.4	27.8 ± 9.1	27.2 ± 13.5	32.4 ± 9.8	np	np	28.3 ± 21.4	28.9 ± 4.0
SEIFA IRSD quintile 3	29.8 ± 7.8	30.5 ± 7.4	33.7 ± 8.0	42.2 ± 11.2	26.2 ± 6.9	37.0 ± 16.4	31.1 ± 18.3	np	32.0 ± 3.8
SEIFA IRSD quintile 4	26.6 ± 5.3	28.2 ± 7.9	31.4 ± 8.0	51.4 ± 8.3	31.2 ± 10.8	30.2 ± 10.7	16.6 ± 10.2	30.5 ± 21.7	31.1 ± 3.5
SEIFA IRSD quintile 5	36.0 ± 4.6	28.3 ± 7.2	39.0 ± 7.4	49.8 ± 5.8	42.5 ± 9.8	np	33.1 ± 9.2	np	36.3 ± 3.3
15–24 year olds									
SEIFA IRSD quintile 1	45.3 ± 5.4	45.8 ± 6.4	41.4 ± 6.2	54.3 ± 11.8	44.5 ± 7.1	47.6 ± 12.0	100.0	41.3 ± 17.8	45.6 ± 2.5
SEIFA IRSD quintile 2	51.8 ± 4.9	57.4 ± 6.7	51.2 ± 6.6	np	53.8 ± 8.3	54.6 ± 12.1	np	53.6 ± 18.6	52.7 ± 3.1
SEIFA IRSD quintile 3	57.8 ± 6.5	57.2 ± 6.5	54.7 ± 6.7	62.8 ± 7.4	53.7 ± 8.1	61.6 ± 13.6	48.9 ± 13.9	52.6 ± 19.4	57.1 ± 3.3
SEIFA IRSD quintile 4	56.6 ± 6.7	56.8 ± 6.2	56.0 ± 6.6	66.1 ± 6.4	54.3 ± 7.9	48.8 ± 9.2	51.7 ± 11.8	55.7 ± 15.0	57.1 ± 3.5
SEIFA IRSD quintile 5	57.7 ± 4.8	55.6 ± 4.8	59.1 ± 6.2	65.6 ± 4.3	58.9 ± 8.7	35.0 ± 11.2	66.3 ± 6.0	60.3 ± 40.8	58.6 ± 2.4
17–24 year olds									
SEIFA IRSD quintile 1	54.1 ± 5.1	55.0 ± 6.8	50.5 ± 6.7	64.3 ± 12.6	52.2 ± 7.8	56.9 ± 12.4	100.0	50.0 ± 21.5	54.5 ± 2.8
SEIFA IRSD quintile 2	63.2 ± 5.8	68.2 ± 6.5	64.6 ± 6.8	np	65.7 ± 9.3	68.7 ± 13.6	np	67.7 ± 19.5	64.6 ± 3.6
SEIFA IRSD quintile 3	70.1 ± 6.2	69.1 ± 6.8	64.9 ± 7.0	75.0 ± 6.7	64.2 ± 8.4	74.1 ± 14.2	60.1 ± 15.8	60.8 ± 17.8	68.6 ± 3.3

TABLE BA.27

Table BA.27 Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 4	69.9 ± 6.6	68.4 ± 6.7	69.9 ± 6.9	77.2 ± 7.1	70.5 ± 7.5	62.3 ± 9.9	60.4 ± 11.9	69.0 ± 14.1	70.0 ± 3.4
SEIFA IRSD quintile 5	72.2 ± 5.0	68.3 ± 5.2	71.7 ± 7.6	78.7 ± 3.7	73.7 ± 10.2	56.7 ± 18.8	80.0 ± 6.3	69.2 ± 33.5	72.1 ± 2.6
18–24 year olds									
SEIFA IRSD quintile 1	58.1 ± 5.8	63.4 ± 8.1	54.1 ± 6.4	65.0 ± 12.3	56.8 ± 8.5	60.8 ± 12.0	100.0	54.6 ± 24.2	59.4 ± 3.0
SEIFA IRSD quintile 2	66.9 ± 5.6	75.8 ± 6.5	68.3 ± 7.2	np	74.2 ± 9.1	72.8 ± 13.3	np	72.2 ± 19.9	69.4 ± 3.3
SEIFA IRSD quintile 3	78.1 ± 5.7	75.2 ± 6.7	69.3 ± 7.1	79.6 ± 7.6	71.1 ± 8.9	81.3 ± 10.5	69.7 ± 16.0	70.2 ± 17.0	74.9 ± 3.0
SEIFA IRSD quintile 4	78.0 ± 7.5	75.3 ± 6.9	75.5 ± 6.8	81.0 ± 6.0	78.1 ± 7.1	75.7 ± 10.4	71.6 ± 12.7	71.2 ± 12.6	76.9 ± 3.7
SEIFA IRSD quintile 5	80.6 ± 5.0	76.5 ± 4.8	78.8 ± 7.3	82.9 ± 3.8	79.9 ± 8.1	71.0 ± 14.3	86.3 ± 6.0	88.2 ± 25.3	79.6 ± 2.3
20–24 year olds									
SEIFA IRSD quintile 1	62.0 ± 6.8	67.1 ± 9.3	np	68.9 ± 10.4	61.9 ± 9.3	67.0 ± 15.7	np	62.6 ± 32.7	63.4 ± 3.5
SEIFA IRSD quintile 2	70.9 ± 5.5	77.6 ± 7.9	72.6 ± 6.6	67.4 ± 12.3	74.7 ± 9.6	73.4 ± 15.7	–	77.9 ± 16.5	72.9 ± 4.0
SEIFA IRSD quintile 3	84.0 ± 5.7	76.2 ± 8.3	71.6 ± 7.2	82.4 ± 7.2	81.0 ± 7.2	87.1 ± 8.5	66.1 ± 21.0	78.5 ± 13.3	78.4 ± 3.0
SEIFA IRSD quintile 4	81.1 ± 7.5	79.1 ± 5.4	80.4 ± 7.4	79.0 ± 8.4	77.3 ± 7.6	80.8 ± 18.1	75.6 ± 13.5	77.2 ± 17.5	79.8 ± 3.6
SEIFA IRSD quintile 5	82.6 ± 5.1	81.8 ± 5.3	79.7 ± 7.2	81.6 ± 5.2	80.8 ± 10.4	80.0 ± 14.2	90.6 ± 5.2	90.6 ± 20.7	82.0 ± 2.6
25–29 year olds									
SEIFA IRSD quintile 1	58.1 ± 7.7	61.3 ± 7.9	62.7 ± 15.2	68.6 ± 11.2	65.3 ± 10.6	60.0 ± 12.8	100.0	66.0 ± 17.4	61.5 ± 4.2
SEIFA IRSD quintile 2	60.9 ± 5.9	74.4 ± 8.9	67.9 ± 6.2	70.9 ± 8.9	65.5 ± 8.5	63.7 ± 14.4	93.3 ± 19.0	65.8 ± 15.7	67.4 ± 3.8
SEIFA IRSD quintile 3	72.6 ± 5.1	77.1 ± 6.0	75.6 ± 6.3	71.5 ± 9.9	75.1 ± 9.8	72.4 ± 19.9	81.6 ± 18.9	77.7 ± 15.7	74.6 ± 2.9
SEIFA IRSD quintile 4	79.0 ± 8.8	79.5 ± 5.8	72.1 ± 6.3	81.2 ± 5.8	69.5 ± 11.0	79.2 ± 11.9	71.0 ± 15.0	73.6 ± 17.1	77.2 ± 3.2
SEIFA IRSD quintile 5	82.5 ± 7.2	84.0 ± 6.0	76.3 ± 5.7	75.9 ± 9.9	82.0 ± 8.7	64.7 ± 30.8	86.2 ± 8.6	77.6 ± 9.7	81.1 ± 2.5
15–64 year olds									
SEIFA IRSD quintile 1	48.1 ± 3.3	51.2 ± 2.8	51.3 ± 3.4	57.7 ± 4.0	49.1 ± 3.1	46.6 ± 4.4	72.1 ± 14.7	57.6 ± 9.9	50.3 ± 1.7
SEIFA IRSD quintile 2	55.9 ± 2.4	60.2 ± 3.3	58.0 ± 2.6	59.3 ± 3.5	58.3 ± 2.9	56.1 ± 5.2	73.4 ± 25.8	66.0 ± 5.9	58.2 ± 1.2
SEIFA IRSD quintile 3	60.9 ± 2.5	61.6 ± 2.8	61.8 ± 2.8	64.0 ± 3.2	59.5 ± 3.1	60.3 ± 5.1	68.1 ± 5.8	74.7 ± 5.3	61.8 ± 1.3
SEIFA IRSD quintile 4	63.7 ± 2.6	63.0 ± 2.2	63.3 ± 3.4	62.9 ± 2.3	62.0 ± 3.6	57.7 ± 4.0	65.0 ± 2.8	78.9 ± 6.2	63.3 ± 1.3

Table BA.27 **Full time participation in education and training at Certificate level III or above and/or employment, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 5	65.5 ± 1.9	63.2 ± 1.9	64.4 ± 2.9	62.1 ± 2.3	60.8 ± 3.0	48.6 ± 4.9	70.0 ± 2.8	72.0 ± 9.4	64.2 ± 0.9

- (a) Includes people who are participating in full time employment, full time education or training at or above Certificate III, or both part time employment and part time education or training at or above Certificate III. People with Certificate nfd and people whose level could not be determined are excluded.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (d) Proportions are determined using the number of students educated in the jurisdiction divided by the population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. These students are included in the calculation for the number of students in their jurisdiction of education and the calculation for the population in their jurisdiction of residence.
- (e) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (f) There are approximately 47 communities in the NT for whom there is no ABS IRSD score due to their remoteness and small population. All but one of these communities are included in the bottom decile.
- (g) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (h) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.28

Table BA.28 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Bachelor degree or higher	'000	1 294.0	1 087.4	638.7	381.6	225.5	57.4	100.8	33.3	3 816.3
Diploma/Advanced diploma	'000	482.8	383.6	276.6	160.9	102.1	26.0	26.2	11.6	1 469.3
Certificate III or IV	'000	838.4	648.8	656.5	335.4	225.0	75.4	30.3	28.0	2 836.0
Certificate I, II or nfd	'000	199.6	140.1	123.8	69.0	50.8	18.5	7.9	4.7	616.5
Level not determined	'000	73.9	16.0	13.3	9.7	2.9	2.2	1.7	3.2	119.8
Total with non-school qualification	'000	2 887.6	2 275.4	1 708.8	954.6	605.0	179.3	167.3	80.5	8 858.7
Total without non-school qualification	'000	2 057.2	1 598.5	1 435.8	739.3	495.8	148.8	93.3	65.6	6 630.7
Total	'000	4 946.4	3 871.6	3 143.7	1 691.4	1 101.5	327.8	260.6	146.2	15 487.8
Bachelor degree or higher	%	26.2 ± 1.3	28.1 ± 1.2	20.3 ± 1.3	22.6 ± 1.7	20.5 ± 1.6	17.5 ± 2.1	38.7 ± 2.9	22.8 ± 2.0	24.6 ± 0.7
Diploma/Advanced diploma	%	9.8 ± 0.8	9.9 ± 0.6	8.8 ± 0.9	9.5 ± 0.9	9.3 ± 0.6	7.9 ± 1.0	10.1 ± 1.4	7.9 ± 1.1	9.5 ± 0.4
Certificate III or IV	%	16.9 ± 0.8	16.8 ± 0.8	20.9 ± 1.2	19.8 ± 1.2	20.4 ± 1.2	23.0 ± 1.4	11.6 ± 1.7	19.2 ± 3.0	18.3 ± 0.4
Certificate I, II or nfd	%	4.0 ± 0.5	3.6 ± 0.4	3.9 ± 0.5	4.1 ± 0.7	4.6 ± 0.6	5.6 ± 1.0	3.0 ± 1.0	3.2 ± 1.0	4.0 ± 0.2
Level not determined	%	1.5 ± 0.3	0.4 ± 0.2	0.4 ± 0.1	0.6 ± 0.2	0.3 ± 0.2	0.7 ± 0.3	0.7 ± 0.5	2.2 ± 0.9	0.8 ± 0.1
Total with non-school qualification	%	58.4 ± 1.5	58.8 ± 1.2	54.4 ± 1.3	56.4 ± 1.7	54.9 ± 1.9	54.7 ± 2.0	64.2 ± 2.0	55.1 ± 3.6	57.2 ± 0.7
Total without non-school qualification	%	41.6 ± 1.5	41.3 ± 1.2	45.7 ± 1.1	43.7 ± 1.8	45.0 ± 2.0	45.4 ± 1.9	35.8 ± 2.0	44.9 ± 4.2	42.8 ± 0.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Bachelor degree or higher	'000	1 277.3	1 053.9	642.9	376.8	215.7	66.6	102.1	32.8	3 768.0
Diploma/Advanced diploma	'000	487.9	403.7	275.6	156.7	98.6	23.7	19.4	14.4	1 480.1
Certificate III or IV	'000	828.4	581.3	556.9	301.9	204.2	66.2	34.1	24.0	2 597.0
Certificate I, II or nfd	'000	222.2	156.2	151.5	80.5	54.6	16.4	7.0	3.8	692.2
Level not determined	'000	47.7	42.1	41.6	24.9	13.8	3.5	4.8	1.5	179.9
Total with non-school qualification	'000	2 863.5	2 237.2	1 668.5	940.8	586.9	176.4	167.4	76.5	8 717.2

TABLE BA.28

Table BA.28 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total without non-school qualification	'000	1 863.4	1 502.5	1 316.4	645.4	492.6	144.6	86.5	65.0	6 116.3
Total	'000	4 726.9	3 739.7	2 984.9	1 586.2	1 079.5	320.9	253.9	141.5	14 833.6
Bachelor degree or higher	%	27.0 ± 1.1	28.2 ± 1.5	21.5 ± 1.5	23.8 ± 1.3	20.0 ± 1.4	20.8 ± 2.1	40.2 ± 3.3	23.1 ± 3.0	25.4 ± 0.7
Diploma/Advanced diploma	%	10.3 ± 0.6	10.8 ± 0.6	9.2 ± 0.7	9.9 ± 0.8	9.1 ± 0.8	7.4 ± 0.9	7.6 ± 1.7	10.1 ± 1.9	10.0 ± 0.3
Certificate III or IV	%	17.5 ± 0.9	15.5 ± 0.8	18.7 ± 1.2	19.0 ± 1.4	18.9 ± 1.2	20.6 ± 1.3	13.4 ± 2.2	17.0 ± 2.1	17.5 ± 0.4
Certificate I, II or nfd	%	4.7 ± 0.5	4.2 ± 0.5	5.1 ± 0.8	5.1 ± 0.8	5.1 ± 0.7	5.1 ± 0.9	2.8 ± 1.0	2.7 ± 0.9	4.7 ± 0.3
Level not determined	%	1.0 ± 0.2	1.1 ± 0.2	1.4 ± 0.3	1.6 ± 0.4	1.3 ± 0.4	1.1 ± 0.4	1.9 ± 0.7	1.2 ± 0.6	1.2 ± 0.1
Total with non-school qualification	%	60.6 ± 0.9	59.8 ± 1.2	55.9 ± 1.5	59.3 ± 1.6	54.4 ± 1.6	54.9 ± 2.1	65.9 ± 2.3	54.1 ± 3.4	58.8 ± 0.5
Total without non-school qualification	%	39.4 ± 0.9	40.2 ± 1.2	44.1 ± 1.5	40.7 ± 1.6	45.6 ± 1.6	45.1 ± 2.1	34.1 ± 2.3	45.9 ± 3.4	41.2 ± 0.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Bachelor degree or higher	'000	1 196.6	990.9	608.1	319.9	213.6	59.5	100.0	28.2	3 516.7
Diploma/Advanced diploma	'000	447.1	353.2	258.2	144.3	95.6	23.3	22.4	9.1	1 353.3
Certificate III or IV	'000	818.5	589.0	587.7	290.3	185.0	63.3	27.7	25.0	2 586.5
Certificate I, II or nfd	'000	238.3	174.2	143.6	68.9	65.5	18.7	8.9	6.6	724.7
Level not determined	'000	61.6	48.6	51.5	30.2	10.7	3.8	4.9	1.0	212.3
Total with non-school qualification	'000	2 762.1	2 155.9	1 649.1	853.6	570.4	168.6	163.9	69.9	8 393.5
Total without non-school qualification	'000	2 008.8	1 574.8	1 344.9	713.1	507.4	152.9	86.3	66.4	6 454.6
Total	'000	4 770.9	3 730.7	2 994.0	1 566.7	1 077.9	321.5	250.2	136.3	14 848.1
Bachelor degree or higher	%	25.1 ± 1.2	26.6 ± 1.3	20.3 ± 1.2	20.4 ± 1.7	19.8 ± 1.6	18.5 ± 2.5	40.0 ± 3.1	20.7 ± 2.1	23.7 ± 0.5
Diploma/Advanced diploma	%	9.4 ± 0.5	9.5 ± 0.7	8.6 ± 0.7	9.2 ± 0.8	8.9 ± 1.1	7.3 ± 1.1	9.0 ± 1.7	6.7 ± 0.9	9.1 ± 0.3
Certificate III or IV	%	17.2 ± 1.1	15.8 ± 1.0	19.6 ± 1.2	18.5 ± 1.2	17.2 ± 1.4	19.7 ± 2.1	11.1 ± 1.5	18.3 ± 2.5	17.4 ± 0.5
Certificate I, II or nfd	%	5.0 ± 0.5	4.7 ± 0.5	4.8 ± 0.6	4.4 ± 0.7	6.1 ± 0.9	5.8 ± 1.1	3.5 ± 0.8	4.9 ± 1.7	4.9 ± 0.2

TABLE BA.28

Table BA.28 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level not determined	%	1.3 ± 0.2	1.3 ± 0.3	1.7 ± 0.4	1.9 ± 0.4	1.0 ± 0.3	1.2 ± 0.4	1.9 ± 0.6	0.7 ± 0.4	1.4 ± 0.2
Total with non-school qualification	%	57.9 ± 1.2	57.8 ± 1.3	55.1 ± 1.6	54.5 ± 1.9	52.9 ± 1.8	52.4 ± 2.0	65.5 ± 2.2	51.3 ± 2.8	56.5 ± 0.6
Total without non-school qualification	%	42.1 ± 1.2	42.2 ± 1.3	44.9 ± 1.6	45.5 ± 1.9	47.1 ± 1.8	47.6 ± 2.0	34.5 ± 2.2	48.7 ± 2.8	43.5 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Bachelor degree or higher	'000	1 153.3	954.4	551.2	315.0	215.9	53.1	93.2	28.9	3 364.9
Diploma/Advanced diploma	'000	449.8	340.6	259.5	148.4	98.3	25.5	24.1	11.7	1 357.8
Certificate III or IV	'000	763.9	578.5	600.6	284.4	176.8	63.3	30.5	26.8	2 524.9
Certificate I, II or nfd	'000	251.6	154.9	149.7	71.2	54.3	20.3	6.5	8.3	716.8
Level not determined	'000	60.3	46.7	37.6	24.8	19.5	4.0	4.7	3.0	200.6
Total with non-school qualification	'000	2 678.9	2 075.1	1 598.7	843.8	564.7	166.1	159.1	78.7	8 165.1
Total without non-school qualification	'000	2 015.5	1 613.1	1 358.6	694.1	500.2	153.8	87.6	60.8	6 483.8
Total	'000	4 694.4	3 688.2	2 957.3	1 537.9	1 064.9	320.0	246.7	139.5	14 648.9
Bachelor degree or higher	%	24.6 ± 1.1	25.9 ± 1.0	18.6 ± 1.1	20.5 ± 1.6	20.3 ± 1.8	16.6 ± 2.3	37.8 ± 2.5	20.7 ± 2.7	23.0 ± 0.5
Diploma/Advanced diploma	%	9.6 ± 0.5	9.2 ± 0.7	8.8 ± 0.8	9.6 ± 1.0	9.2 ± 1.2	8.0 ± 1.0	9.8 ± 1.2	8.4 ± 1.5	9.3 ± 0.3
Certificate III or IV	%	16.3 ± 0.8	15.7 ± 1.0	20.3 ± 1.0	18.5 ± 1.2	16.6 ± 1.4	19.8 ± 2.4	12.4 ± 2.0	19.2 ± 1.6	17.2 ± 0.5
Certificate I, II or nfd	%	5.4 ± 0.5	4.2 ± 0.5	5.1 ± 0.4	4.6 ± 0.7	5.1 ± 0.6	6.3 ± 1.2	2.6 ± 0.9	6.0 ± 1.6	4.9 ± 0.3
Level not determined	%	1.3 ± 0.3	1.3 ± 0.3	1.3 ± 0.4	1.6 ± 0.4	1.8 ± 0.5	1.3 ± 0.4	1.9 ± 0.7	2.2 ± 0.7	1.4 ± 0.1
Total with non-school qualification	%	57.1 ± 1.3	56.3 ± 1.2	54.1 ± 1.4	54.9 ± 1.6	53.0 ± 1.6	51.9 ± 2.6	64.5 ± 2.5	56.4 ± 2.5	55.7 ± 0.6
Total without non-school qualification	%	42.9 ± 1.3	43.7 ± 1.2	45.9 ± 1.4	45.1 ± 1.6	47.0 ± 1.6	48.1 ± 2.6	35.5 ± 2.5	43.6 ± 2.5	44.3 ± 0.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Bachelor degree or higher	'000	1 122.7	925.3	527.3	306.3	199.5	54.4	94.9	28.8	3 259.4

TABLE BA.28

Table BA.28 Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma/Advanced diploma	'000	421.6	308.0	238.0	130.0	82.3	20.9	25.8	10.2	1 236.8
Certificate III or IV	'000	704.8	452.4	585.0	251.6	184.3	63.6	17.6	27.2	2 286.5
Certificate I, II or nfd	'000	303.9	186.1	160.1	92.1	66.2	17.1	9.9	9.4	844.9
Level not determined	'000	51.1	30.1	35.0	18.5	13.3	4.2	4.0	2.3	158.3
Total with non-school qualification	'000	2 604.1	1 901.9	1 545.4	798.5	545.6	160.2	152.2	77.9	7 785.9
Total without non-school qualification	'000	1 944.3	1 644.0	1 305.4	667.7	502.0	156.9	89.2	67.7	6 377.3
Total	'000	4 548.4	3 545.9	2 850.8	1 466.2	1 047.7	317.1	241.4	145.7	14 163.1
Bachelor degree or higher	%	24.7 ± 1.3	26.1 ± 1.5	18.5 ± 1.3	20.9 ± 1.5	19.0 ± 1.7	17.2 ± 2.4	39.3 ± 3.9	19.8 ± 3.0	23.0 ± 0.7
Diploma/Advanced diploma	%	9.3 ± 0.7	8.7 ± 0.7	8.3 ± 0.7	8.9 ± 0.9	7.9 ± 0.8	6.6 ± 1.5	10.7 ± 2.2	7.0 ± 1.5	8.7 ± 0.4
Certificate III or IV	%	15.5 ± 0.6	12.8 ± 1.0	20.5 ± 1.5	17.2 ± 1.3	17.6 ± 1.3	20.1 ± 2.3	7.3 ± 1.6	18.7 ± 2.5	16.1 ± 0.5
Certificate I, II or nfd	%	6.7 ± 0.7	5.2 ± 0.5	5.6 ± 0.8	6.3 ± 0.9	6.3 ± 0.7	5.4 ± 0.9	4.1 ± 1.0	6.4 ± 1.5	6.0 ± 0.4
Level not determined	%	1.1 ± 0.2	0.8 ± 0.2	1.2 ± 0.3	1.3 ± 0.5	1.3 ± 0.4	1.3 ± 0.8	1.6 ± 0.7	1.5 ± 0.6	1.1 ± 0.1
Total with non-school qualification	%	57.3 ± 1.5	53.6 ± 1.4	54.2 ± 1.9	54.5 ± 1.6	52.1 ± 2.1	50.5 ± 2.8	63.1 ± 2.4	53.5 ± 3.0	55.0 ± 0.8
Total without non-school qualification	%	42.7 ± 1.5	46.4 ± 1.4	45.8 ± 1.9	45.5 ± 1.6	47.9 ± 2.1	49.5 ± 2.8	36.9 ± 2.4	46.5 ± 3.0	45.0 ± 0.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

nfd = Not further defined

- (a) The levels of highest non-school qualifications are not necessarily higher than a school qualification (that is, Certificate I, II or nfd are not necessarily higher than year 12).
- (b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

Table BA.28 **Level of highest non-school qualification completed (15–64 year olds) (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	The SEW 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 Aboriginal and Torres Strait Islander communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT 15–74 year old population.									
(e)	The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.									

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.

Table BA.29 **Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
With non-school qualification (d)	%	63.9 ± 1.5	63.8 ± 1.3	58.7 ± 1.3	61.0 ± 1.7	59.6 ± 2.1	59.6 ± 2.3	69.9 ± 2.2	60.2 ± 4.1	62.2 ± 0.8
Currently studying for a non-school qualification (e)	%	12.2 ± 0.7	12.6 ± 0.7	11.8 ± 0.8	10.6 ± 1.2	13.5 ± 1.1	12.3 ± 1.8	15.5 ± 1.9	11.1 ± 1.9	12.2 ± 0.3
With or working towards a non-school qualification (f)	%	68.7 ± 1.5	69.2 ± 1.4	63.6 ± 1.2	65.7 ± 1.5	65.4 ± 2.0	64.6 ± 2.3	75.4 ± 2.6	64.1 ± 4.1	67.2 ± 0.7
2012										
With non-school qualification (d)	%	66.5 ± 1.0	65.1 ± 1.4	60.9 ± 1.7	64.3 ± 1.7	59.6 ± 1.8	60.3 ± 2.4	71.7 ± 2.4	59.0 ± 3.5	64.2 ± 0.6
Currently studying for a non-school qualification (e)	%	13.2 ± 0.8	12.6 ± 0.8	10.8 ± 0.7	11.0 ± 0.9	12.1 ± 1.0	11.6 ± 1.5	16.6 ± 2.4	10.2 ± 1.5	12.3 ± 0.4
With or working towards a non-school qualification (f)	%	71.8 ± 1.0	70.3 ± 1.3	65.1 ± 1.8	68.5 ± 1.5	64.5 ± 1.6	65.1 ± 2.8	78.2 ± 2.6	62.6 ± 3.4	69.1 ± 0.6
2011										
With non-school qualification (d)	%	63.6 ± 1.3	63.0 ± 1.4	59.8 ± 1.6	59.5 ± 2.1	58.0 ± 1.9	57.8 ± 2.2	71.6 ± 2.4	55.7 ± 2.8	61.8 ± 0.7
Currently studying for a non-school qualification (e)	%	13.2 ± 1.0	12.4 ± 0.8	11.8 ± 0.9	10.6 ± 1.1	11.9 ± 1.0	11.6 ± 1.7	16.3 ± 2.0	9.1 ± 1.5	12.3 ± 0.5
With or working towards a non-school qualification (f)	%	69.1 ± 1.3	68.4 ± 1.3	64.2 ± 1.6	63.9 ± 2.3	63.1 ± 1.8	62.3 ± 2.2	77.5 ± 2.5	59.0 ± 2.8	66.9 ± 0.7

(a) Non-school qualification refers to a non-school qualification in the Australian Qualifications Framework (Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Bachelor degree or above).

(b) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as those communities account for around 15 per cent of the NT 15–74 year old population.

(c) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Table BA.29 Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) Includes all persons aged 20–64 years who have attained a non-school qualification.

(e) Includes all persons aged 20–64 years who are currently studying for a non-school qualification, which may include people who have previously attained a non-school qualification.

(f) The total may be less than the sum of those with and working towards a non-school qualification as a person can be counted in both categories, but is only counted once in the total.

Source: ABS (unpublished) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

Table BA.30 **Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age group (Census data) (a), (b), (c), (d)**

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

2006

With or working towards a non-school qualification (f)

TABLE BA.30

Table BA.30 **Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age group (Census data) (a), (b), (c), (d)**

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

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

Table BA.30 Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by age group (Census data) (a), (b), (c), (d)

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

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

Table BA.31 Proportion of 20–64 year olds with a non-school qualification or who are currently studying for a non-school qualification, by Indigenous status (per cent) (Census data) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
2011									
Aboriginal and Torres Strait Islander	45.4	50.9	40.7	34.0	41.2	45.6	59.5	25.4	40.8
Non-Indigenous	66.7	65.6	61.5	64.1	60.6	58.4	75.8	66.3	64.6
2006									
Aboriginal and Torres Strait Islander	39.5	45.0	35.6	29.4	36.3	40.6	54.1	20.3	35.2
Non-Indigenous	61.6	59.6	55.4	58.7	54.6	52.8	71.6	61.1	59.0

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

(b) People who did not state their level of non-school qualification and were not attending an educational institution are excluded from the calculations (numerator and denominator). People who did not state if they were attending an educational institution and did not have a non-school qualification are also excluded.

(c) People who did not state their level of non-school qualification and did not state if they were attending an educational institution are excluded.

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

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

(f) Australia includes 'Other Territories'.

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

Table BA.32 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate level II or above (per cent) (a), (b), (c), (d), (e)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
20–24 %	86.1 ± 2.6	90.1 ± 2.6	86.7 ± 2.3	82.6 ± 4.7	85.3 ± 3.9	83.3 ± 5.2	92.4 ± 4.3	69.2 ± 14.2	86.7 ± 1.5
20–64 %	79.0 ± 1.1	80.6 ± 1.4	76.9 ± 1.2	77.8 ± 1.5	74.9 ± 1.5	70.4 ± 2.7	89.7 ± 1.9	72.9 ± 3.7	78.5 ± 0.6
2012									
20–24 %	87.9 ± 2.4	88.0 ± 2.4	85.8 ± 3.0	81.3 ± 2.8	81.0 ± 3.6	71.2 ± 7.9	93.7 ± 4.0	68.8 ± 8.1	85.9 ± 1.3
20–64 %	80.8 ± 0.8	80.9 ± 1.3	78.0 ± 1.3	78.2 ± 1.3	74.1 ± 1.5	69.6 ± 2.4	90.6 ± 1.8	73.7 ± 3.2	79.3 ± 0.5
2011									
20–24 %	83.5 ± 2.7	86.1 ± 2.8	83.0 ± 3.4	83.8 ± 3.2	84.0 ± 3.3	78.2 ± 5.9	90.1 ± 4.3	72.8 ± 8.4	84.1 ± 1.3
20–64 %	78.2 ± 1.0	78.6 ± 1.2	75.3 ± 1.5	75.8 ± 1.6	73.7 ± 1.7	68.5 ± 2.2	88.4 ± 2.0	68.8 ± 3.2	77.0 ± 0.5
2010									
20–24 %	86.0 ± 2.4	88.1 ± 2.1	87.9 ± 2.5	79.5 ± 4.5	80.2 ± 4.2	77.1 ± 7.9	89.5 ± 4.5	73.1 ± 6.9	85.6 ± 1.3
20–64 %	77.6 ± 1.1	78.0 ± 1.1	75.7 ± 1.4	75.7 ± 1.4	73.3 ± 1.6	67.4 ± 2.5	87.7 ± 1.6	75.8 ± 2.6	76.7 ± 0.6
2009									
20–24 %	86.2 ± 2.4	86.8 ± 4.2	85.6 ± 3.4	77.3 ± 6.1	79.4 ± 3.5	70.7 ± 7.8	95.1 ± 3.9	69.0 ± 9.9	84.5 ± 1.6
20–64 %	77.5 ± 1.4	75.0 ± 1.5	75.3 ± 1.4	73.5 ± 1.6	69.3 ± 2.2	64.8 ± 3.7	88.0 ± 2.2	70.4 ± 3.0	75.2 ± 0.7

(a) Includes people who have identified as having attained year 12 (or equivalent) or Certificate level II or above (includes Certificate I or II nfd, but excludes people with a certificate nfd, and people whose level of non-school qualification could not be determined).

(b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.

(c) The SEW 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 Aboriginal and Torres Strait Islander communities in very remote areas since 2009, which affects the comparability of NT results as these communities accounts for 15 per cent of the NT 15–74 year old population.

Table BA.32 Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate level II or above (per cent) (a), (b), (c), (d), (e)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

(e) Proportions are determined using the number of persons having completed year 12 or qualifications at Certificate II level or above in the jurisdiction divided by the population for the jurisdiction.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. No. 6227.0.55.003, Canberra.

TABLE BA.33

Table BA.33 **People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status (Census data) (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2011										
People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above										
Aboriginal and Torres Strait Islander	no.	6 930	1 868	7 150	2 350	1 212	893	382	1 266	22 056
Non-Indigenous	no.	341 715	302 597	220 206	116 930	79 166	20 366	25 521	7 881	1 114 472
Total	no.	351 462	307 249	228 811	120 062	80 927	21 411	26 048	9 189	1 145 254
Total 20–24 year old population										
Aboriginal and Torres Strait Islander	no.	12 408	3 036	11 438	5 183	2 392	1 541	537	4 407	40 951
Non-Indigenous	no.	398 361	342 828	256 881	138 334	95 816	25 968	27 907	9 778	1 295 977
Total	no.	414 314	349 139	270 169	144 530	98 909	27 719	28 620	14 263	1 347 779
Proportion										
Aboriginal and Torres Strait Islander	%	55.9	61.5	62.5	45.3	50.7	57.9	71.1	28.7	53.9
Non-Indigenous	%	85.8	88.3	85.7	84.5	82.6	78.4	91.5	80.6	86.0
Total	%	84.8	88.0	84.7	83.1	81.8	77.2	91.0	64.4	85.0
2006										
People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above										
Aboriginal and Torres Strait Islander	no.	4 478	1 173	5 065	1 516	741	730	221	677	14 609
Non-Indigenous	no.	311 424	261 112	194 262	94 663	69 406	18 586	22 855	6 390	978 782
Total	no.	318 888	264 856	200 689	96 918	70 656	19 457	23 215	7 112	1 001 885
Total 20–24 year old population										
Aboriginal and Torres Strait Islander	no.	9 352	2 204	9 014	4 051	1 880	1 335	347	4 012	32 210
Non-Indigenous	no.	376 020	304 773	233 330	117 186	89 898	25 157	25 236	8 499	1 180 201
Total	no.	389 237	310 170	244 096	122 213	92 500	26 707	25 751	12 587	1 223 380
Proportion										
Aboriginal and Torres Strait Islander	%	47.9	53.2	56.2	37.4	39.4	54.7	63.7	16.9	45.4
Non-Indigenous	%	82.8	85.7	83.3	80.8	77.2	73.9	90.6	75.2	82.9

Table BA.33 People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status (Census data) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Total	%	81.9	85.4	82.2	79.3	76.4	72.9	90.2	56.5	81.9
2001										
People aged 20–24 years who have completed year 12 (or equivalent) or Certificate II or above										
Aboriginal and Torres Strait Islander	no.	3 479	921	4 322	1 382	544	538	198	574	11 969
Non-Indigenous	no.	291 315	230 998	168 692	85 114	62 039	15 878	20 943	6 643	881 701
Total	no.	296 842	233 707	173 982	87 028	62 952	16 516	21 247	7 271	899 635
Total 20–24 year old population										
Aboriginal and Torres Strait Islander	no.	7 878	1 809	8 305	4 135	1 649	1 148	296	4 102	29 340
Non-Indigenous	no.	368 314	288 586	213 187	111 193	84 143	24 089	23 779	9 083	1 122 772
Total	no.	379 329	292 825	222 870	116 085	86 334	25 407	24 201	13 273	1 160 440
Proportion										
Aboriginal and Torres Strait Islander	%	44.2	50.9	52.0	33.4	33.0	46.9	66.9	14.0	40.8
Non-Indigenous	%	79.0	80.0	79.1	76.5	73.7	65.9	88.1	73.1	78.5
Total	%	78.3	79.8	78.1	75.0	72.9	65.0	87.8	54.8	77.5

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

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

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

(e) Australia includes 'Other Territories'.

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

TABLE BA.34

Table BA.34 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status, by remoteness area (Census data) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
2011										
Aboriginal and Torres Strait Islander										
Major cities	%	61.8	68.8	69.5	56.8	61.6	..	71.4	..	64.1
Inner regional	%	53.7	56.9	62.4	50.2	55.1	59.2	100.0	..	56.7
Outer regional	%	45.9	45.9	61.1	39.4	42.5	57.8	..	54.7	53.2
Remote	%	40.0	50.0	49.6	46.6	40.2	43.2	..	34.7	43.1
Very remote	%	38.3	..	53.6	29.4	23.4	42.9	..	20.0	30.7
Non-Indigenous										
Major cities	%	88.0	90.1	87.6	86.2	84.8	..	91.5	..	88.1
Inner regional	%	78.0	81.2	80.4	75.3	77.5	81.7	94.7	..	79.6
Outer regional	%	72.3	76.0	83.1	74.3	69.7	69.1	..	80.7	77.1
Remote	%	73.8	73.6	80.7	80.4	75.9	58.6	..	78.7	78.4
Very remote	%	79.0	..	79.1	81.7	75.3	57.1	..	82.7	80.1
Total (f)										
Major cities	%	87.5	89.9	87.2	85.6	84.4	..	91.0	..	87.7
Inner regional	%	76.4	80.8	79.5	74.5	76.9	80.6	94.8	..	78.6
Outer regional	%	69.5	74.7	81.1	71.8	68.2	68.2	..	78.1	75.1
Remote	%	66.2	72.9	75.0	75.1	74.2	57.3	..	65.4	72.1
Very remote	%	60.4	..	68.4	62.1	54.0	55.8	..	32.5	54.6
2006										
Aboriginal and Torres Strait Islander										
Major cities	%	56.8	64.1	67.0	50.3	52.3	..	66.8	..	59.3
Inner regional	%	47.2	50.4	57.1	43.8	51.0	59.3	–	..	51.5
Outer regional	%	38.4	40.2	57.7	38.0	31.0	55.0	..	45.7	47.5

TABLE BA.34

Table BA.34 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by Indigenous status, by remoteness area (Census data) (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (e)</i>
Remote	%	36.9	100.0	45.3	41.8	60.0	39.1	..	23.9	36.6
Very remote	%	21.4	..	45.4	25.5	18.6	50.0	..	9.4	22.5
Non-Indigenous										
Major cities	%	85.9	88.3	86.4	84.1	80.9	..	91.0	..	86.2
Inner regional	%	76.7	79.1	78.6	71.0	70.4	79.8	90.9	..	77.5
Outer regional	%	69.7	74.4	81.1	72.0	65.8	63.9	..	76.4	74.5
Remote	%	69.0	76.7	77.0	75.5	74.7	54.1	..	77.7	75.0
Very remote	%	80.4	..	76.8	76.8	73.3	72.1	..	78.9	76.7
Total (f)										
Major cities	%	85.4	88.1	86.0	83.5	80.4	..	90.6	..	85.8
Inner regional	%	75.2	78.6	77.7	70.2	69.9	78.9	90.9	..	76.5
Outer regional	%	66.7	73.3	79.3	69.8	63.9	63.2	..	73.5	72.5
Remote	%	61.0	77.7	72.0	70.6	74.1	52.7	..	58.1	68.2
Very remote	%	60.9	..	63.4	52.8	51.7	69.5	..	24.3	47.4

- (a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.
- (b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.
- (c) People who are not stated or inadequately described for both highest year of school and non-school qualification are excluded.
- (d) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (e) Australia includes 'Other Territories'.
- (f) Total includes 20–24 year olds for whom Indigenous status is unknown.
.. Not applicable.

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

TABLE BA.35

Table BA.35 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
20–24 year olds									
SEIFA IRSD quintile 1	76.4 ± 13.5	np	77.3 ± 12.8	np	73.0 ± 16.4	78.1 ± 5.7	np	np	77.3 ± 1.8
SEIFA IRSD quintile 2	82.7 ± 7.6	83.7 ± 12.2	82.0 ± 10.1	69.2 ± 16.7	85.9 ± 16.1	84.6 ± 3.5	np	np	82.0 ± 3.7
SEIFA IRSD quintile 3	88.9 ± 10.0	93.0 ± 9.3	83.2 ± 8.0	81.2 ± 7.8	84.3 ± 9.1	np	np	69.2 ± 26.2	86.8 ± 3.0
SEIFA IRSD quintile 4	90.3 ± 4.5	np	np	86.6 ± 5.8	np	np	75.3 ± 24.7	75.0 ± 12.0	92.2 ± 2.5
SEIFA IRSD quintile 5	np	93.3 ± 5.2	93.3 ± 7.1	89.3 ± 12.4	np	np	95.6 ± 5.1	np	93.5 ± 2.6
20–64 year olds									
SEIFA IRSD quintile 1	65.1 ± 3.7	np	65.1 ± 5.0	63.6 ± 6.1	61.5 ± 5.1	np	np	62.8 ± 15.9	np
SEIFA IRSD quintile 2	73.2 ± 2.8	77.5 ± 3.0	np	68.4 ± 2.0	74.0 ± 5.7	np	np	64.5 ± 6.5	np
SEIFA IRSD quintile 3	79.2 ± 2.4	np	76.5 ± 4.0	76.2 ± 1.2	77.1 ± 1.2	np	np	np	np
SEIFA IRSD quintile 4	np	np	82.4 ± 5.4	np	83.6 ± 5.1	86.9 ± 9.6	np	np	np
SEIFA IRSD quintile 5	np	np	86.2 ± 0.7	87.5 ± 2.3	91.0 ± 5.8	88.6 ± 8.6	92.7 ± 3.8	78.0 ± 11.0	np
2012									
20–24 year olds									
SEIFA IRSD quintile 1	78.9 ± 7.1	84.7 ± 7.8	77.4 ± 10.5	68.1 ± 15.4	66.6 ± 7.8	59.6 ± 16.0	np	np	77.5 ± 4.2
SEIFA IRSD quintile 2	86.2 ± 3.4	82.5 ± 8.3	85.5 ± 7.4	70.2 ± 9.7	77.3 ± 7.8	69.1 ± 17.9	100.0	66.9 ± 14.6	82.3 ± 3.8
SEIFA IRSD quintile 3	87.3 ± 7.1	88.1 ± 5.9	82.0 ± 7.8	79.1 ± 6.9	90.7 ± 7.1	70.3 ± 13.7	88.2 ± 16.2	69.2 ± 14.9	84.6 ± 4.0
SEIFA IRSD quintile 4	92.8 ± 3.6	90.0 ± 5.1	89.1 ± 4.3	86.0 ± 6.8	86.4 ± 7.9	92.6 ± 10.9	95.2 ± 10.2	86.8 ± 14.2	90.0 ± 2.8
SEIFA IRSD quintile 5	97.4 ± 2.5	94.2 ± 3.3	97.6 ± 3.2	92.6 ± 5.3	91.3 ± 8.3	89.2 ± 23.7	93.9 ± 5.3	78.0 ± 15.8	95.1 ± 1.4
20–64 year olds									
SEIFA IRSD quintile 1	67.4 ± 2.3	68.7 ± 3.6	65.2 ± 4.0	65.6 ± 5.9	63.5 ± 3.7	56.3 ± 3.6	69.1 ± 18.5	60.0 ± 9.9	66.4 ± 1.5
SEIFA IRSD quintile 2	77.1 ± 2.5	76.6 ± 3.6	74.7 ± 3.1	68.6 ± 4.0	70.1 ± 5.0	65.4 ± 4.5	94.8 ± 5.7	70.0 ± 7.6	74.7 ± 1.5
SEIFA IRSD quintile 3	80.9 ± 2.2	80.7 ± 2.6	77.1 ± 2.7	73.8 ± 3.0	77.7 ± 3.8	75.9 ± 4.1	88.3 ± 5.2	72.3 ± 5.7	78.8 ± 1.2

Table BA.35 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
SEIFA IRSD quintile 4	85.9 ± 2.2	84.2 ± 1.2	82.8 ± 2.6	82.1 ± 2.7	80.6 ± 2.8	85.3 ± 4.7	91.7 ± 3.8	82.9 ± 4.5	84.0 ± 1.0
SEIFA IRSD quintile 5	91.9 ± 1.7	89.8 ± 1.9	88.4 ± 3.1	90.5 ± 2.2	83.1 ± 3.8	82.6 ± 8.2	90.8 ± 2.6	79.2 ± 4.6	89.9 ± 0.9
2011									
20–24 year olds									
SEIFA IRSD quintile 1	75.0 ± 6.9	77.3 ± 6.9	69.6 ± 10.8	73.7 ± 11.0	71.4 ± 8.2	72.4 ± 12.8	np	np	74.1 ± 3.7
SEIFA IRSD quintile 2	75.7 ± 7.2	85.5 ± 5.6	77.3 ± 8.7	79.1 ± 10.7	85.5 ± 8.4	69.7 ± 16.5	–	77.6 ± 11.6	79.5 ± 3.8
SEIFA IRSD quintile 3	86.9 ± 5.1	82.1 ± 7.6	83.1 ± 6.4	84.2 ± 8.5	88.2 ± 8.6	83.5 ± 16.7	77.3 ± 19.6	82.2 ± 13.1	84.2 ± 3.2
SEIFA IRSD quintile 4	87.4 ± 6.4	88.3 ± 5.1	86.7 ± 6.6	84.3 ± 8.9	90.4 ± 6.4	92.3 ± 9.5	89.7 ± 7.8	65.5 ± 27.3	87.3 ± 3.2
SEIFA IRSD quintile 5	93.8 ± 4.1	95.2 ± 3.6	92.0 ± 5.5	94.6 ± 4.0	92.7 ± 7.5	93.0 ± 16.5	93.7 ± 5.7	92.9 ± 15.3	93.8 ± 1.9
20–64 year olds									
SEIFA IRSD quintile 1	66.0 ± 3.2	64.1 ± 4.2	63.9 ± 4.4	63.9 ± 5.7	61.9 ± 3.9	59.1 ± 4.4	89.9 ± 24.7	62.7 ± 7.2	64.3 ± 1.9
SEIFA IRSD quintile 2	71.3 ± 2.8	72.5 ± 3.1	67.8 ± 3.8	69.9 ± 3.1	72.2 ± 3.7	64.8 ± 4.4	87.1 ± 13.2	58.9 ± 6.9	70.4 ± 1.7
SEIFA IRSD quintile 3	78.0 ± 2.4	78.4 ± 2.7	77.1 ± 2.7	73.9 ± 3.2	76.3 ± 3.4	71.0 ± 8.4	78.9 ± 6.2	74.0 ± 4.5	77.2 ± 1.4
SEIFA IRSD quintile 4	81.9 ± 1.9	82.9 ± 1.8	78.9 ± 2.9	79.1 ± 3.2	78.2 ± 4.0	79.5 ± 4.3	87.8 ± 3.2	74.3 ± 8.2	81.0 ± 1.2
SEIFA IRSD quintile 5	89.6 ± 1.9	88.3 ± 1.8	84.0 ± 2.5	86.6 ± 1.8	84.5 ± 4.2	81.6 ± 8.9	91.7 ± 2.9	84.2 ± 5.4	87.6 ± 1.0

- (a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).
- (b) Includes people who have completed year 12 or Certificate II or above (includes Certificate I or II nfd, but excludes people with a Certificate nfd, and people whose level of non-school qualification could not be determined, as well as people with no SEIFA score).
- (c) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (d) Proportions are determined using the number of persons who have completed year 12 or a qualification at Certificate II level or above in the jurisdiction divided by the population for the jurisdiction by SEIFA IRSD quintiles.
- (e) The ABS SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

Table BA.35 **Proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(f)	The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.								

– Nil or rounded to zero. **np** not published

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

TABLE BA.36

Table BA.36 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)**

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

TABLE BA.36

Table BA.36 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	62 819	68 632	49 757	28 267	16 382	3 331	6 027	2 121	237 346
Total 20–24 year old population	no.	70 448	75 329	55 711	32 725	18 484	3 759	6 754	2 598	265 818
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	89.2	91.1	89.3	86.4	88.6	88.6	89.2	81.6	89.3
SEIFA IRSD quintile 5										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	79 001	68 843	42 566	32 671	11 487	1 926	13 281	2 216	251 991
Total 20–24 year old population	no.	84 476	72 910	45 737	35 698	12 528	2 111	14 239	2 672	270 371
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	93.5	94.4	93.1	91.5	91.7	91.2	93.3	82.9	93.2
2006 (h)										
SEIFA IRSD quintile 1										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	58 931	37 934	28 673	11 085	14 754	5 346	557	1 315	158 638
Total 20–24 year old population	no.	81 522	50 030	40 261	16 971	22 759	8 647	649	3 983	224 883
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	72.3	75.8	71.2	65.3	64.8	61.8	85.8	33.0	70.5
SEIFA IRSD quintile 2										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	63 475	46 345	40 292	17 727	17 041	4 438	1 415	1 267	192 000

TABLE BA.36

Table BA.36 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
Total 20–24 year old population	no.	79 119	56 446	50 868	23 553	22 319	6 113	1 641	1 846	241 905
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	80.2	82.1	79.2	75.3	76.4	72.6	86.2	68.6	79.4
SEIFA IRSD quintile 3										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	57 542	56 334	45 448	19 502	13 145	4 741	2 776	1 699	201 196
Total 20–24 year old population	no.	69 051	65 639	54 144	24 627	16 294	5 805	3 254	2 311	241 134
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	83.3	85.8	83.9	79.2	80.7	81.7	85.3	73.5	83.4
SEIFA IRSD quintile 4										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	58 553	60 486	44 731	21 240	15 286	3 644	6 944	1 317	212 207
Total 20–24 year old population	no.	68 022	67 573	51 129	25 177	17 977	4 160	7 819	1 677	243 544
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	86.1	89.5	87.5	84.4	85.0	87.6	88.8	78.5	87.1
SEIFA IRSD quintile 5										
20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	no.	81 218	63 497	40 736	27 227	11 188	1 671	10 377	1 260	237 204
Total 20–24 year old population	no.	88 347	67 698	44 141	30 152	12 455	1 837	11 100	1 562	257 325
Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Cert II or above	%	91.9	93.8	92.3	90.3	89.8	91.0	93.5	80.7	92.2

Table BA.36 Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate II or above, by SES based on SEIFA IRSD (per cent) (Census data) (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (g)</i>
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- (a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.
- (b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.
- (c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.
- (d) SES is derived for 2011 using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged). SES for 2006 used the ABS 2006 SEIFA IRSD (at Collection District) level disaggregated into quintiles.
- (e) Only includes people whose SEIFA IRSD status could be determined.
- (f) While there are no sampling data quality issues associated with Census data (for example, confidence intervals), there are other forms of non-sampling data quality issues that need to be taken into account when interpreting data such as undercounting.
- (g) Australia includes 'Other Territories'.
- (h) 2006 Census data have been revised since the previous Report.

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

TABLE BA.37

Table BA.37 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	448.6	372.7	291.8	151.4	96.6	26.2	27.2	9.2	1 423.6
Total 20–24 year old population (e)	'000	524.5	419.0	341.9	185.2	115.6	32.2	29.9	13.5	1 661.9
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	85.5 ± 2.7	88.9 ± 2.6	85.3 ± 2.3	81.7 ± 4.8	83.5 ± 4.0	81.2 ± 5.9	91.0 ± 4.7	68.2 ± 14.7	85.7 ± 1.5
2012										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	453.1	365.9	273.6	141.2	91.1	22.2	28.3	10.1	1 385.5
Total 20–24 year old population (e)	'000	520.8	418.9	328.2	175.7	115.8	32.4	30.4	14.8	1 637.1
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	87.0 ± 2.4	87.3 ± 2.6	83.3 ± 3.9	80.4 ± 2.9	78.7 ± 4.2	68.4 ± 7.8	92.9 ± 4.2	68.2 ± 7.9	84.6 ± 1.3
2011										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	432.8	359.9	269.7	142.4	95.9	23.4	27.3	9.7	1 361.0
Total 20–24 year old population (e)	'000	524.8	427.2	327.7	172.9	116.4	31.7	30.3	14.0	1 644.8
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	82.5 ± 3.0	84.3 ± 3.0	82.3 ± 3.3	82.4 ± 3.0	82.4 ± 3.8	73.8 ± 7.7	90.1 ± 4.3	69.7 ± 8.2	82.7 ± 1.3

Table BA.37 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	437.7	372.3	281.1	132.9	90.6	23.0	26.6	9.5	1 373.7
Total 20–24 year old population (e)	'000	516.7	424.7	322.1	171.5	115.4	31.3	30.0	13.6	1 625.2
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	84.7 ± 2.8	87.7 ± 2.2	87.3 ± 2.6	77.5 ± 4.7	78.6 ± 4.3	73.3 ± 7.7	88.5 ± 5.0	70.4 ± 7.1	84.5 ± 1.5
2009										
20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (d)	'000	406.4	336.6	254.9	120.2	86.5	21.5	27.3	10.0	1 263.4
Total 20–24 year old population (e)	'000	478.9	390.1	301.1	157.1	110.3	31.2	28.9	15.0	1 512.7
Proportion of the 20–24 year olds who have completed year 12 (or equivalent) or Cert III or above	%	84.9 ± 2.6	86.3 ± 4.2	84.7 ± 3.8	76.5 ± 6.0	78.4 ± 3.8	68.8 ± 8.0	94.6 ± 4.0	66.7 ± 9.6	83.5 ± 1.7

- (a) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (b) The ABS SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (c) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.
- (d) Includes 20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (excludes 'Certificate not further defined' and 'level not determined').
- (e) Total population of all persons aged 20–24 years.

Table BA.37 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate level III or above (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Source:	ABS (various years) <i>Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013</i> , Cat. no. 6227.0.55.003, Canberra.									

Table BA.38 **Proportion of 20–24 year olds who have completed year 12 (or equivalent) or Certificate III or above (Census data) (a), (b), (c), (d)**

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

(a) Certificate III level or above excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

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

(e) Australia includes 'Other Territories'.

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

TABLE BA.39

Table BA.39 Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
20–24	42.3 ± 4.6	44.0 ± 3.3	41.1 ± 3.7	43.2 ± 5.6	42.7 ± 4.0	42.3 ± 7.8	40.0 ± 8.5	30.7 ± 11.9	42.5 ± 2.1
25–29	67.1 ± 3.3	71.2 ± 3.6	60.6 ± 3.5	62.1 ± 4.9	58.5 ± 6.7	62.1 ± 6.5	73.7 ± 6.6	63.4 ± 8.7	65.7 ± 1.8
30–34	67.5 ± 3.3	70.3 ± 3.8	60.9 ± 3.9	63.3 ± 6.0	56.7 ± 5.3	61.2 ± 5.8	75.7 ± 6.5	52.8 ± 8.2	65.6 ± 2.0
35–39	68.9 ± 2.3	67.0 ± 3.3	64.6 ± 3.8	64.2 ± 5.9	65.1 ± 4.7	56.7 ± 8.3	72.1 ± 6.1	65.1 ± 10.3	66.6 ± 1.3
40–44	61.8 ± 3.1	65.4 ± 3.3	59.4 ± 3.4	62.1 ± 3.9	62.7 ± 4.3	55.1 ± 5.8	77.0 ± 4.7	64.1 ± 6.0	62.4 ± 1.6
45–49	58.2 ± 3.5	60.7 ± 2.7	56.6 ± 4.4	58.2 ± 4.0	55.2 ± 3.8	54.7 ± 6.4	69.1 ± 7.7	57.2 ± 8.3	58.4 ± 1.4
50–54	57.0 ± 4.0	53.7 ± 3.2	54.7 ± 4.3	54.9 ± 3.8	54.2 ± 3.6	48.9 ± 5.1	64.4 ± 8.6	54.1 ± 9.0	55.2 ± 1.8
55–59	50.0 ± 3.6	54.0 ± 3.7	50.7 ± 3.1	51.0 ± 4.1	50.3 ± 5.6	49.6 ± 5.7	64.7 ± 9.2	56.8 ± 9.8	51.5 ± 1.8
60–64	45.5 ± 3.2	44.3 ± 4.0	41.1 ± 4.4	43.0 ± 6.0	47.8 ± 3.8	52.6 ± 7.2	53.0 ± 10.4	43.6 ± 11.0	44.5 ± 1.9
25–64	60.2 ± 1.3	61.8 ± 1.5	56.6 ± 1.3	58.2 ± 2.1	56.4 ± 2.2	54.7 ± 2.5	69.8 ± 2.7	57.9 ± 3.9	59.4 ± 0.7
20–64	58.1 ± 1.4	59.7 ± 1.4	54.8 ± 1.4	56.4 ± 1.7	54.8 ± 2.1	53.4 ± 2.3	66.0 ± 2.4	55.1 ± 4.0	57.4 ± 0.8
2012									
20–24	43.8 ± 3.4	41.9 ± 3.7	40.4 ± 3.9	42.6 ± 4.9	34.1 ± 4.6	32.7 ± 7.3	39.9 ± 5.4	28.4 ± 8.2	41.4 ± 1.4
25–29	70.0 ± 3.1	69.0 ± 3.4	58.9 ± 3.9	64.9 ± 5.6	59.2 ± 5.0	58.6 ± 6.1	73.9 ± 7.0	53.1 ± 10.4	66.0 ± 1.5
30–34	70.2 ± 3.4	71.4 ± 3.3	63.5 ± 3.5	66.4 ± 4.1	64.5 ± 4.8	63.4 ± 7.5	77.1 ± 6.7	64.6 ± 6.4	68.4 ± 1.7
35–39	69.1 ± 3.6	67.9 ± 3.6	61.9 ± 4.1	63.6 ± 4.3	63.1 ± 5.0	63.4 ± 6.9	73.9 ± 5.2	61.8 ± 8.1	66.2 ± 1.9
40–44	67.7 ± 3.4	64.7 ± 3.0	56.0 ± 3.7	60.8 ± 3.9	59.8 ± 5.5	53.2 ± 6.7	76.5 ± 6.2	57.5 ± 7.6	63.0 ± 1.5
45–49	61.2 ± 3.3	58.1 ± 3.7	54.2 ± 4.3	61.0 ± 4.7	55.0 ± 3.9	65.8 ± 5.4	71.8 ± 6.6	60.3 ± 9.6	58.8 ± 1.8
50–54	56.7 ± 2.9	55.6 ± 3.7	51.5 ± 4.7	52.9 ± 4.7	50.5 ± 4.2	53.8 ± 6.3	64.3 ± 7.3	59.4 ± 7.2	54.6 ± 1.4
55–59	54.0 ± 3.2	53.6 ± 3.6	52.7 ± 5.6	52.4 ± 3.7	49.0 ± 4.8	52.0 ± 5.6	64.0 ± 6.4	53.5 ± 11.6	53.2 ± 1.6
60–64	45.1 ± 3.9	50.5 ± 3.4	49.2 ± 4.7	50.3 ± 4.1	41.2 ± 3.6	45.2 ± 6.7	60.4 ± 8.6	52.7 ± 10.1	47.8 ± 1.6
25–64	62.8 ± 1.1	62.2 ± 1.5	56.4 ± 2.3	59.7 ± 1.7	55.5 ± 1.9	56.8 ± 2.7	71.1 ± 2.8	58.3 ± 3.4	60.5 ± 0.7
20–64	60.5 ± 1.1	59.7 ± 1.5	54.5 ± 1.9	57.6 ± 1.7	53.0 ± 1.7	54.1 ± 2.3	67.0 ± 2.6	54.9 ± 3.5	58.1 ± 0.6

TABLE BA.39

Table BA.39 Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
20–24	38.6 ± 3.3	40.6 ± 3.0	40.7 ± 3.1	37.7 ± 4.7	37.4 ± 4.9	38.2 ± 7.7	34.4 ± 5.4	27.0 ± 7.3	39.2 ± 1.9
25–29	65.3 ± 3.0	68.0 ± 3.5	58.6 ± 4.0	60.2 ± 3.6	58.2 ± 5.6	53.3 ± 9.0	71.5 ± 8.5	57.3 ± 7.6	63.5 ± 1.8
30–34	66.1 ± 3.6	66.7 ± 4.6	60.7 ± 3.7	61.0 ± 5.7	56.4 ± 5.7	54.9 ± 7.6	75.2 ± 10.0	56.3 ± 6.0	63.9 ± 1.7
35–39	67.2 ± 3.4	64.9 ± 3.1	60.2 ± 3.7	59.3 ± 4.0	55.3 ± 5.0	56.7 ± 6.9	78.1 ± 5.7	49.7 ± 7.0	63.4 ± 1.8
40–44	60.6 ± 2.8	60.0 ± 3.2	59.0 ± 4.6	56.4 ± 5.4	52.0 ± 5.5	53.0 ± 6.5	73.4 ± 7.2	50.4 ± 7.9	59.0 ± 1.5
45–49	56.0 ± 2.9	57.7 ± 3.6	52.5 ± 3.8	51.0 ± 5.7	52.3 ± 5.7	55.6 ± 5.5	73.3 ± 6.3	49.8 ± 9.1	55.1 ± 1.6
50–54	56.9 ± 2.8	51.0 ± 4.5	53.8 ± 3.6	52.9 ± 5.7	51.2 ± 4.7	56.7 ± 7.6	65.0 ± 10.0	55.1 ± 9.3	54.1 ± 1.9
55–59	53.4 ± 3.7	53.1 ± 3.9	48.4 ± 3.4	49.0 ± 5.1	48.8 ± 5.2	46.6 ± 5.1	64.8 ± 7.0	48.1 ± 9.2	51.5 ± 2.2
60–64	44.6 ± 3.8	46.1 ± 4.4	44.4 ± 4.1	45.6 ± 5.9	43.4 ± 5.0	38.0 ± 7.7	58.8 ± 8.3	56.6 ± 8.9	45.1 ± 2.0
25–64	59.5 ± 1.6	59.3 ± 1.6	55.3 ± 1.7	55.0 ± 2.4	52.4 ± 2.2	52.0 ± 2.5	70.8 ± 3.1	53.0 ± 3.3	57.6 ± 0.9
20–64	57.0 ± 1.4	56.9 ± 1.6	53.5 ± 1.6	52.9 ± 2.2	50.6 ± 2.2	50.4 ± 2.4	65.9 ± 2.6	50.0 ± 2.9	55.3 ± 0.8
2010									
20–24	39.8 ± 3.5	39.3 ± 3.9	41.0 ± 4.2	37.2 ± 4.3	36.0 ± 4.3	33.4 ± 9.2	42.2 ± 5.1	31.5 ± 8.3	39.2 ± 1.3
25–29	66.1 ± 3.0	66.0 ± 3.3	57.1 ± 4.6	58.7 ± 4.6	57.0 ± 6.6	50.7 ± 10.2	75.6 ± 6.5	52.1 ± 9.5	62.7 ± 1.8
30–34	64.6 ± 2.9	63.8 ± 3.3	60.8 ± 4.1	62.2 ± 4.9	56.2 ± 5.7	51.4 ± 6.6	73.4 ± 8.3	56.4 ± 6.6	62.7 ± 1.6
35–39	61.9 ± 3.6	63.3 ± 3.3	56.0 ± 4.4	58.1 ± 3.7	55.3 ± 4.2	55.6 ± 6.7	74.4 ± 6.5	63.9 ± 7.0	60.3 ± 1.6
40–44	59.6 ± 3.4	59.4 ± 2.8	55.3 ± 4.4	55.9 ± 4.9	52.2 ± 4.8	57.4 ± 5.0	65.8 ± 7.1	57.9 ± 7.9	57.8 ± 1.8
45–49	57.8 ± 2.8	56.2 ± 3.7	54.8 ± 3.6	55.6 ± 4.0	54.9 ± 5.3	51.9 ± 6.6	73.0 ± 6.0	56.7 ± 8.3	56.4 ± 1.6
50–54	54.7 ± 2.6	55.8 ± 3.8	56.1 ± 4.5	56.9 ± 4.7	52.1 ± 4.8	52.1 ± 7.6	67.4 ± 4.9	53.8 ± 8.7	55.4 ± 1.8
55–59	48.8 ± 3.1	49.9 ± 4.6	48.6 ± 4.4	51.0 ± 4.8	48.9 ± 5.3	46.9 ± 6.4	67.6 ± 6.9	50.7 ± 10.9	49.5 ± 1.4
60–64	43.3 ± 3.5	45.8 ± 3.6	39.3 ± 3.2	42.1 ± 5.9	43.9 ± 4.5	44.8 ± 9.1	52.9 ± 13.0	53.4 ± 14.2	43.3 ± 1.8
25–64	58.0 ± 1.3	58.4 ± 1.3	54.1 ± 1.6	55.8 ± 1.8	52.8 ± 2.2	51.5 ± 2.9	69.8 ± 2.6	55.9 ± 3.6	56.7 ± 0.6
20–64	55.8 ± 1.2	55.9 ± 1.3	52.5 ± 1.5	53.5 ± 1.7	50.8 ± 2.0	49.5 ± 3.0	66.1 ± 2.5	53.3 ± 3.3	54.6 ± 0.6

TABLE BA.39

Table BA.39 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
20–24	39.3 ± 3.5	41.7 ± 5.0	34.7 ± 5.7	32.8 ± 5.6	37.7 ± 6.5	28.5 ± 6.9	40.8 ± 8.1	34.2 ± 10.6	38.0 ± 2.4
25–29	66.0 ± 3.9	64.6 ± 4.6	58.2 ± 3.8	61.4 ± 5.8	60.0 ± 6.1	58.2 ± 6.0	71.9 ± 7.9	53.9 ± 10.1	63.0 ± 2.0
30–34	60.2 ± 3.1	64.6 ± 4.4	60.6 ± 5.5	57.7 ± 5.5	57.0 ± 5.6	55.1 ± 9.2	73.0 ± 6.4	57.3 ± 9.0	61.0 ± 2.1
35–39	63.0 ± 3.5	56.2 ± 3.4	62.3 ± 3.7	57.0 ± 5.5	49.2 ± 6.1	51.0 ± 8.9	65.4 ± 8.3	58.3 ± 8.7	59.3 ± 2.0
40–44	57.1 ± 3.6	54.5 ± 3.9	51.3 ± 4.1	54.2 ± 4.8	52.3 ± 5.3	52.9 ± 9.4	61.4 ± 9.2	53.2 ± 6.1	54.6 ± 1.7
45–49	54.1 ± 3.7	49.8 ± 3.6	52.7 ± 4.3	54.6 ± 5.3	48.3 ± 4.5	50.0 ± 6.6	67.2 ± 7.7	46.5 ± 8.5	52.4 ± 1.9
50–54	53.1 ± 4.3	51.4 ± 4.4	55.9 ± 4.4	48.3 ± 5.5	47.2 ± 4.1	55.3 ± 6.6	73.0 ± 8.3	51.1 ± 8.5	52.7 ± 1.9
55–59	50.2 ± 3.7	46.6 ± 4.1	48.2 ± 4.5	48.7 ± 4.9	48.8 ± 7.0	44.5 ± 10.5	60.5 ± 9.6	42.7 ± 10.6	48.6 ± 2.0
60–64	45.2 ± 4.4	37.3 ± 5.8	41.1 ± 5.3	48.9 ± 6.2	40.9 ± 8.2	44.9 ± 8.4	57.3 ± 11.4	57.9 ± 12.2	42.7 ± 2.5
25–64	56.8 ± 1.5	54.0 ± 1.6	54.4 ± 1.9	54.3 ± 2.0	50.6 ± 2.6	51.4 ± 3.8	66.8 ± 3.5	52.7 ± 4.1	54.9 ± 0.9
20–64	54.7 ± 1.4	52.5 ± 1.5	52.1 ± 1.9	51.7 ± 1.9	49.1 ± 2.5	48.9 ± 3.4	63.4 ± 3.0	50.6 ± 3.4	52.9 ± 0.9

- (a) Certificate level III or above excludes 'Certificate not further defined' and 'level not determined'.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.
- (d) The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.

Source: ABS (various years) *Education and Work, Australia - Additional data cubes, May 2009, 2010, 2011, 2012 and 2013*, Cat. no. 6227.0.55.003, Canberra.

Table BA.40 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by age group (Census data) (a), (b), (c)**

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

(a) 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.

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

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

(d) Australia includes 'Other Territories'.

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

Table BA.41 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by Indigenous status (Census data) (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
2011										
Aboriginal and Torres Strait Islander (e)	%	33.4	38.3	30.2	23.6	28.5	34.3	46.1	15.8	29.6
Non-Indigenous (e)	%	56.0	56.0	52.6	54.3	50.6	49.4	65.1	58.6	54.8
2006										
Aboriginal and Torres Strait Islander	%	27.0	31.5	24.5	18.8	22.4	28.5	41.2	11.6	23.6
Non-Indigenous	%	50.5	49.8	46.1	48.8	44.5	43.2	60.1	52.2	48.8

(a) 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.

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

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

(d) Australia includes 'Other Territories'.

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

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

Table BA.42 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
SEIFA IRSD quintile 1	41.7 ± 2.9	np	42.2 ± 2.6	45.4 ± 6.1	40.6 ± 3.9	np	np	43.8 ± 19.4	42.3 ± 0.9
SEIFA IRSD quintile 2	54.3 ± 2.1	55.5 ± 3.1	49.3 ± 3.7	np	52.8 ± 5.5	np	np	np	np
SEIFA IRSD quintile 3	58.7 ± 2.3	61.3 ± 2.2	55.1 ± 3.5	np	60.1 ± 2.0	57.9 ± 1.9	60.2 ± 6.1	57.0 ± 4.5	57.8 ± 1.3
SEIFA IRSD quintile 4	62.7 ± 0.9	np	60.7 ± 7.1	58.7 ± 4.7	64.5 ± 5.6	68.4 ± 7.3	np	54.5 ± 3.2	np
SEIFA IRSD quintile 5	69.4 ± 2.3	np	np	np	68.7 ± 7.9	np	69.4 ± 0.5	62.2 ± 7.8	69.1 ± 1.4
2012									
SEIFA IRSD quintile 1	46.5 ± 2.9	44.8 ± 3.0	41.9 ± 3.9	46.7 ± 6.0	43.6 ± 4.0	41.5 ± 3.8	66.4 ± 13.7	52.0 ± 9.0	45.0 ± 1.7
SEIFA IRSD quintile 2	54.2 ± 3.0	53.4 ± 4.1	50.1 ± 3.2	51.9 ± 5.2	49.9 ± 4.2	52.8 ± 3.8	67.5 ± 18.4	50.1 ± 8.5	52.3 ± 1.8
SEIFA IRSD quintile 3	60.4 ± 2.3	60.5 ± 3.7	54.4 ± 3.7	54.6 ± 4.3	52.7 ± 5.8	60.0 ± 5.6	59.5 ± 5.5	54.2 ± 7.0	57.9 ± 1.7
SEIFA IRSD quintile 4	64.4 ± 2.1	63.6 ± 2.4	59.5 ± 2.4	62.1 ± 4.2	56.3 ± 4.0	68.8 ± 5.6	68.6 ± 4.8	61.9 ± 7.0	62.5 ± 1.2
SEIFA IRSD quintile 5	72.2 ± 1.9	69.7 ± 2.6	61.4 ± 4.3	64.2 ± 4.4	66.1 ± 2.8	65.2 ± 6.1	68.9 ± 4.4	61.5 ± 7.7	68.1 ± 1.2
2011									
SEIFA IRSD quintile 1	43.8 ± 2.8	42.0 ± 3.4	43.5 ± 3.5	42.5 ± 4.0	37.8 ± 3.8	39.7 ± 4.8	np	np	42.4 ± 1.7
SEIFA IRSD quintile 2	50.1 ± 3.0	51.9 ± 4.3	48.6 ± 3.9	46.2 ± 4.1	48.4 ± 4.5	48.9 ± 4.9	np	np	49.5 ± 2.1
SEIFA IRSD quintile 3	56.4 ± 3.1	56.5 ± 3.0	54.3 ± 2.9	51.2 ± 4.0	54.1 ± 4.6	52.7 ± 7.5	61.8 ± 7.2	56.7 ± 5.1	55.3 ± 1.4
SEIFA IRSD quintile 4	61.2 ± 3.1	60.5 ± 2.8	56.7 ± 3.7	56.1 ± 3.8	54.2 ± 4.8	62.6 ± 3.4	62.7 ± 6.3	55.7 ± 5.5	59.1 ± 1.5
SEIFA IRSD quintile 5	68.9 ± 2.2	66.9 ± 3.2	60.1 ± 3.7	62.6 ± 4.0	63.5 ± 4.5	60.5 ± 7.3	68.5 ± 4.1	68.2 ± 10.2	65.7 ± 1.5

(a) Certificate level III or above excludes 'Certificate not further defined' and 'level not determined'.

(b) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(c) The SEW was not conducted in Aboriginal and Torres Strait Islander communities in very remote areas, which affects the comparability of NT results as these communities account for around 15 per cent of the NT 15–74 year old population.

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

Table BA.42 **Proportion of 20–64 year olds with qualifications at Certificate level III or above, by SES based on SEIFA IRSD (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(e)	The scope of 2013 SEW was extended to include all persons aged 65–74 years for the first time. This comprised including those people in this age group who were not in the labour force or not marginally attached to the labour force who had previously been excluded from the sample. In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013. Care should be used when comparing 2013 data to previous years.								

Source: ABS (unpublished and TableBuilder) *Education and Work, Australia, May 2011, 2012 and 2013*, Cat. no. 6227.0.

Table BA.43 **Proportion of 20–64 year olds with qualifications at Certificate III or above, by SES based on SEIFA IRSD (Census data) (a), (b), (c), (d), (e)**

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

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

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

TABLE BA.44

Table BA.44 **Proportion of 20–64 and 15–74 year olds across all Programme for the International Assessment of Adult Competencies (PIAAC) literacy skill levels, 2011-12 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of people aged 20–64 years at PIAAC literacy levels										
Missing (c)	%	2.8 ± 1.0	2.2 ± 0.9	1.6 ± 0.8	0.6 ± 0.5	1.8 ± 1.4	np	np	1.1 ± 1.0	2.0 ± 0.5
Below level 1/Level 1	%	11.7 ± 2.5	13.9 ± 2.3	11.9 ± 2.4	14.2 ± 2.9	10.7 ± 2.5	14.5 ± 4.4	7.3 ± 5.1	13.6 ± 6.2	12.5 ± 1.1
Level 2	%	28.4 ± 3.1	29.5 ± 3.2	26.6 ± 3.3	30.5 ± 4.1	31.8 ± 4.3	32.1 ± 6.4	20.6 ± 9.3	28.4 ± 8.7	28.7 ± 1.4
Level 3	%	39.5 ± 3.2	38.9 ± 3.8	41.0 ± 4.1	39.2 ± 4.5	38.6 ± 4.5	36.0 ± 6.8	42.5 ± 10.2	38.1 ± 8.9	39.5 ± 1.8
Level 4/5	%	17.6 ± 2.9	15.3 ± 2.8	18.9 ± 3.0	15.5 ± 3.5	17.0 ± 3.3	15.7 ± 4.8	27.8 ± 8.7	18.8 ± 6.0	17.2 ± 1.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Proportion of people aged 15–74 years at PIAAC literacy levels										
Missing (c)	%	2.7 ± 0.8	2.8 ± 0.9	1.3 ± 0.7	0.7 ± 0.5	1.7 ± 1.1	np	np	1.1 ± 0.9	2.1 ± 0.4
Below level 1/Level 1	%	13.4 ± 2.1	15.4 ± 2.3	13.9 ± 2.5	15.3 ± 2.6	13.2 ± 2.5	15.3 ± 4.0	8.1 ± 4.2	14.1 ± 6.4	14.1 ± 1.1
Level 2	%	29.6 ± 2.8	30.2 ± 2.7	28.8 ± 3.1	32.0 ± 3.8	34.1 ± 4.1	33.5 ± 5.6	23.0 ± 8.2	31.3 ± 8.6	30.1 ± 1.3
Level 3	%	38.1 ± 3.0	37.1 ± 3.3	39.3 ± 3.6	38.0 ± 4.2	36.2 ± 4.0	35.9 ± 5.5	42.1 ± 9.1	36.3 ± 8.2	37.9 ± 1.7
Level 4/5	%	16.2 ± 2.6	14.5 ± 2.3	16.7 ± 2.6	14.0 ± 3.0	14.8 ± 3.0	13.9 ± 4.0	25.1 ± 7.4	17.2 ± 5.3	15.6 ± 1.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

np Not published.

Source: ABS (2013 and unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*, Cat. no. 4228.0, Canberra.

TABLE BA.45

Table BA.45 Proportion of 20–64 and 15–74 year olds across all PIAAC numeracy skill levels, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of people aged 20–64 years at PIAAC numeracy levels										
Missing (c)	%	2.8 ± 1.0	2.2 ± 0.9	1.6 ± 0.8	0.6 ± 0.5	1.8 ± 1.4	np	np	1.1 ± 1.0	2.0 ± 0.5
Below level 1/Level 1	%	19.9 ± 3.0	21.5 ± 2.9	17.9 ± 2.9	21.4 ± 3.4	19.3 ± 4.0	22.8 ± 5.3	13.0 ± 5.8	22.8 ± 6.4	20.0 ± 1.4
Level 2	%	32.1 ± 3.9	31.3 ± 3.6	31.3 ± 3.5	32.9 ± 5.0	32.6 ± 4.5	32.6 ± 6.6	24.2 ± 8.4	29.6 ± 7.8	31.7 ± 1.8
Level 3	%	31.9 ± 3.5	31.8 ± 4.2	35.5 ± 3.8	32.2 ± 4.8	32.9 ± 4.4	30.2 ± 6.0	37.2 ± 9.2	34.2 ± 8.0	32.8 ± 1.7
Level 4/5	%	13.4 ± 2.3	13.1 ± 2.4	13.7 ± 2.8	13.0 ± 3.2	13.3 ± 3.3	12.7 ± 4.5	23.9 ± 8.3	12.3 ± 5.4	13.5 ± 1.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Proportion of people aged 15–74 years at PIAAC numeracy levels										
Missing (c)	%	2.7 ± 0.8	2.8 ± 0.9	1.3 ± 0.7	0.7 ± 0.5	1.7 ± 1.1	np	np	1.1 ± 0.9	2.1 ± 0.4
Below level 1/Level 1	%	21.4 ± 2.5	23.0 ± 2.7	20.3 ± 2.8	22.4 ± 3.2	22.5 ± 3.4	24.3 ± 4.8	14.1 ± 5.2	23.8 ± 6.1	21.7 ± 1.3
Level 2	%	32.9 ± 3.3	31.4 ± 3.0	32.3 ± 3.1	34.2 ± 4.1	33.5 ± 3.8	33.9 ± 5.9	25.7 ± 7.9	30.9 ± 7.7	32.5 ± 1.6
Level 3	%	30.5 ± 3.3	30.4 ± 3.5	33.8 ± 3.4	31.3 ± 4.1	30.7 ± 4.1	29.2 ± 5.6	36.7 ± 8.7	32.8 ± 7.6	31.3 ± 1.5
Level 4/5	%	12.4 ± 2.1	12.4 ± 2.1	12.3 ± 2.4	11.5 ± 2.8	11.5 ± 2.8	11.2 ± 4.0	21.8 ± 7.2	11.4 ± 4.7	12.3 ± 1.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.

np Not published.

Source: ABS (2013 and unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*, Cat. no. 4228.0, Canberra.

TABLE BA.46

Table BA.46 **Proportion of 20–64 and 15–74 year olds across all PIAAC skill levels for the domain problem solving in technology-rich environments (PSTRE), 2011-12 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of people aged 20–64 years at PIAAC PSTRE levels										
Missing/not classified (c), (d)	%	24.8 ± 2.5	22.6 ± 2.4	24.9 ± 3.6	22.7 ± 3.8	29.1 ± 4.5	28.4 ± 4.7	18.4 ± 6.7	31.6 ± 6.4	24.4 ± 1.4
Below level 1/Level 1	%	45.3 ± 3.5	47.0 ± 3.9	45.9 ± 3.7	48.4 ± 4.4	44.4 ± 4.9	45.5 ± 5.4	35.7 ± 8.6	41.1 ± 7.6	45.9 ± 1.9
Level 2	%	25.9 ± 3.2	26.9 ± 3.7	25.9 ± 3.1	25.3 ± 4.2	23.8 ± 3.6	23.2 ± 4.6	39.6 ± 9.8	24.3 ± 7.5	26.1 ± 1.7
Level 3	%	4.0 ± 1.6	3.5 ± 1.5	3.3 ± 1.6	3.6 ± 2.0	2.7 ± 1.8	2.8 ± 2.1	6.3 ± 4.8	np	3.6 ± 0.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Proportion of people aged 15–74 years at PIAAC PSTRE levels										
Missing (c)	%	2.7 ± 0.8	2.8 ± 0.9	1.3 ± 0.7	0.7 ± 0.5	1.7 ± 1.1	np	np	1.1 ± 0.9	2.1 ± 0.4
Not classified (d)	%	24.8 ± 2.1	22.7 ± 2.2	26.9 ± 3.2	23.7 ± 3.4	31.1 ± 3.6	30.1 ± 4.5	17.2 ± 5.8	31.5 ± 6.6	25.1 ± 1.3
Below level 1	%	13.1 ± 2.1	13.8 ± 2.4	13.0 ± 2.1	14.8 ± 2.8	12.9 ± 2.7	13.0 ± 3.9	9.7 ± 4.2	10.6 ± 4.6	13.4 ± 1.0
Level 1	%	31.1 ± 3.1	31.8 ± 3.4	31.0 ± 3.4	33.9 ± 4.2	30.5 ± 4.0	31.1 ± 5.6	27.9 ± 7.2	30.0 ± 7.7	31.4 ± 1.6
Level 2	%	24.9 ± 3.0	25.4 ± 3.3	24.8 ± 2.7	23.7 ± 3.5	21.5 ± 3.2	21.9 ± 4.2	38.0 ± 8.0	23.9 ± 7.4	24.8 ± 1.6
Level 3	%	3.5 ± 1.3	3.4 ± 1.4	3.0 ± 1.3	3.2 ± 1.7	2.2 ± 1.5	2.5 ± 1.8	5.6 ± 4.1	2.9 ± 3.2	3.2 ± 0.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here.
- (b) The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of chapter 2 for more information on confidence intervals and relative standard errors.
- (c) Adults in the missing category did not receive a proficiency score because they were not able to answer more than five questions in the background questionnaire.
- (d) Not classified includes people who had 'no computer experience', 'opted out of computer based assessment' and 'failed Information and Communication Technology Core stage 1'.

np Not published.

Source: ABS (2013 and unpublished) *Programme for the International Assessment of Adult Competencies, Australia, 2011-12*, Cat. no. 4228.0, Canberra.

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

Data quality information

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

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

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School readiness

Transition to primary school

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education, with additional Steering Committee comments

Indicator definition and description

Indicator School readiness

Measure/s MEASURE

(computation)

Definition

Transition to primary school defined as the proportion of children on track on four or more domains of the Australian Early Childhood Census (AEDC) (by Indigenous status). Supplementary measures are also reported for the proportion of children developmentally at risk on one or more domains and developmentally vulnerable on one or more domains.

Numerator

The number of children with a valid domain score who are developmentally on track on four or more domains.

Denominator

The number of children with a valid domain score who were assessed.

Computation

The number of children with a valid domain score who are developmentally on track on four or more domains divided by the number of children with a valid domain score who were assessed.

SUPPLEMENTARY MEASURE 1

Definition

Transition to primary school defined as the proportion of children developmentally at risk on one or more domains (by Indigenous status). Supplementary data are also reported against children developmentally at risk on: no domains; two or more domains; three or more domains; four or more domains; and five domains).

Numerator

The number of children with a valid domain score who are developmentally at risk on one or more domains.

Denominator

The number of children with a valid domain score who were assessed.

Computation

The number of children with a valid domain score who are developmentally at risk on one or more domains divided by the number of children with a valid domain score who were assessed.

SUPPLEMENTARY MEASURE 2

Definition

Transition to primary school defined as the proportion of children developmentally vulnerable on one or more domains (by Indigenous status). Supplementary data are

also reported against children developmentally vulnerable on: no domains; two or more domains; three or more domains; four or more domains; and five domains)

Numerator

The number of children with a valid domain score who are developmentally vulnerable on one or more domains.

Denominator

The number of children with a valid domain score who were assessed.

Computation

The number of children with a valid domain score who are developmentally vulnerable on one or more domains divided by the number of children with a valid domain score who were assessed.

Data source/s Australian Government Department of Education (unpublished) *Australian Early Development Census 2012*.

Data Quality Framework Dimensions

Institutional environment	AEDC data are reported by teachers in the first year of full time school. It is a national collection of all children in the first year of primary school.
Relevance	Data are available on the basis of a specific AEDC local communities and communities, as well as state and territory
Timeliness	Data were collected between May and July in 2012 and 2009.
Accuracy	Teachers completed a checklist for each child in the first year of school. This was a census, which assessed almost 290 000 children.
Coherence	The numerator and denominator are from the same collection.
Accessibility	Unpublished data can be requested from the AEDC Data Manager, as long as requests meet the requirements of the AEDC data protocol. This is on a fee for service basis. The AEDC data protocol details the requirements for public release of data.
Interpretability	User guides and explanatory material are available on the AEDC website.

Data Gaps/Issues Analysis

Key data gaps /issues	The Steering Committee notes the following issues: <ul style="list-style-type: none">• the five AEDC domains include: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills and general knowledge. These domains are all inter-related aspects of school readiness.
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Early learning

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Bureau of Statistics (ABS), with additional Steering Committee comments

Indicator definition and description

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

Data Quality Framework Dimensions

Institutional environment	Data are collected and compiled by the ABS through the Childhood Education and Care Survey (CEaCS), conducted throughout Australia in June 2011. Information was obtained through interviews conducted over a two-week period between 5-18 June 2011. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment on the ABS website.
Relevance	A supportive home learning environment, including shared learning activities between the parent/carer and the young child, such as reading to children on a regular basis, is a key requirement to assist young children to reach cognitive development milestones. Home literacy activities have been found to improve children's reading, vocabulary, general information and letter recognition skills when entering school. Early learning (home-based) data provide an insight regarding the extent to which Australian households with children 3–8 years old are engaging in these important early learning activities. These data are available by state/territory disaggregation. All data are collected to standard classifications as stated in the CEaCS. See ABS Explanatory notes on the ABS website.
Timeliness	The reference period for the 2011 CEaCS data is June 2011 and was published in May 2012. From 1969 to 2005 the ABS conducted 12 CCS and from 1993 the survey has been run every three years. Data from the 2014 CEaCS will be available for the 2016 Report.
Accuracy	Survey information was obtained through interviews with occupants of 5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; WA: 768; SA: 641; Tasmania: 345; ACT: 237 and the NT: 194. Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.

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

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

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

Coherence	The survey excluded people living in remote parts of Australia which may impact on data from the NT where this accounts for approximately 23 per cent of the total population.
Accessibility	Predominantly national level information are published in the CEaCS (Cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, is also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request.
Interpretability	CEaCS (Cat. no. 4402.0) includes Explanatory notes and a Glossary on the ABS website.

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none">• excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the NT results where such persons account for around 23 per cent of the population• Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability.
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Participation

Participation in education and training by institution type

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

Indicator definition and description

Indicator	Participation
Measure/s (computation)	<u>Definition</u> The proportion of 15–24 year olds participating in education and training by institution type (school, technical and further education [TAFE], higher education and other institution). <u>Numerator</u> Number of 15–24 year olds participating in education and training by institution type (school, TAFE, higher education and other institution). <u>Denominator</u> Number of 15–24 year olds <u>Computation</u> The number of people aged 15–24 years participating in education and training by institution type divided by the number of persons aged 15–24 years.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra

Data Quality Framework Dimensions

Institutional environment	The Survey of Education and Work (SEW) is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website.
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education. For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS).
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from Any Responsible Adult (ARA) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the SEW are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey.

One measure of the likely difference is given by the standard error (SE). There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs.

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

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

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

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

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

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

Coherence

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

For the 2013 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

The Australian Standard Classification of Education (ASCED) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

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

Accessibility

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

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

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

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

Further data are available by the licensed Survey TableBuilder product.

Interpretability Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes in Education and Work, Australia (Cat. no. 6227.0).

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

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- the limitations of SEW data in precisely measuring change in Year 12 attainment at the state and territory level also apply to the measurement of the engagement of young people in education and work
- the development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment
- the level of participation in education and training varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition, there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation and socioeconomic status.

School leaver participation in full time education and training

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

Indicator definition and description

Indicator	Participation
Measure/s (computation)	<u>Definition</u> The proportion of 17–24 year old school leavers participating in full time education and training. <u>Numerator</u> Number of 17–24 year old school leavers participating in full time education and training. <u>Denominator</u> Number of 17–24 year old school leavers. <u>Computation</u> The number of people aged 17–24 year old school leavers participating in full time education and training divided by the number 17–24 year old school leavers.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra

Data Quality Framework Dimensions

Institutional environment	The SEW is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website.
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education. For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the SEW are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the SE. There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs. The interval of two SEs about an estimate is referred to as the 95 per cent CI. Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful

measure of reliability as it measures percentage point variability around the indicator.

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

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

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

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

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

Coherence

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

For the 2013 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

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

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

Accessibility

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

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes in Education and Work, Australia (Cat. no. 6227.0).

ABS SEIFA are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic

status of individuals or their households. More information on the SEIFA measures of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- disaggregation of this measure by Indigenous status remains a priority. Further development work is required to identify a suitable method for providing comparative estimates for the Aboriginal and Torres Strait Islander population
- the development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment
- the size of the RSEs affects the ability to identify small year to year movements.

School leaver destination by institution type

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

Indicator definition and description

Indicator	Participation
Measure/s (computation)	<u>Definition</u> The destination of 15–19 year old school leavers by institution type. <u>Numerator</u> Number of 15–19 year old school leavers by destination (institution type). <u>Denominator</u> Number of 15–19 year old school leavers. <u>Computation</u> The number of people aged 15–19 year old school leavers by institution type destination divided by the number 15–19 year old school leavers.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	The SEW is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website.
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education. For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the SEW are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the SE. There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs. The interval of two SEs about an estimate is referred to as the 95 per cent CI. Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

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

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

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

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

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

Coherence

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

For the 2013 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

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

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

Accessibility

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

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

Interpretability

Higher education institutions may also deliver TAFE or other vocational education courses. Students enrolled in TAFE and other courses at higher education institutions are included under higher education institutions in these data.

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes in Education and Work, Australia (Cat. no. 6227.0).

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

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- the development of nationally consistent measures of young peoples' participation and attainment in education and training based on administrative data is a high priority for Education Ministers. As a first step, states and territories are working together with the Australian Government to develop a nationally agreed measure of Year 12 school attainment
- the size of the RSEs affects the ability to identify small year to year movements
- the level of participation in education and training varies across jurisdictions for many reasons. These include different age/grade structures, starting ages at school, minimum leaving age and the level of service provision. In addition, there are influences beyond the direct control of governments, such as labour market changes, population movements, urbanisation and socioeconomic status.

Full time participation in education and training and/or employment

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

Indicator definition and description

Indicator	Participation
Measure/s (computation)	<u>Definition</u> The proportion of 17–24 year olds participating in full time education and training and/or employment <u>Numerator</u> Number of 17–24 year olds participating in full time education and training and/or employment <u>Denominator</u> Number of 17–24 year olds <u>Computation</u> The number of 17–24 year olds participating in full time education and training and/or employment divided by the number of 17–24 year olds
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra

Data Quality Framework Dimensions

Institutional environment	The SEW is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education. For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the SEW are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the SE. There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs. The interval of two SEs about an estimate is referred to as the 95 per cent CI. Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful

measure of reliability as it measures percentage point variability around the indicator.

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

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

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

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

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

Coherence

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

For the 2013 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

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

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

Accessibility

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

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes in Education and Work, Australia (Cat. no. 6227.0).

ABS SEIFA are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic

status of individuals or their households. More information on the SEIFA measures of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

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

Attainment

Level of highest non-school qualification completed

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<u>Definition</u> The proportion of 15–64 year olds with a non-school qualification by level of highest non-school qualification. <u>Numerator</u> Number of 15–64 year olds with a non-school qualification by level of highest non-school qualification. <u>Denominator</u> Number of 15–64 year olds. <u>Computation</u> The number of 15–64 year olds with a non-school qualification by level of highest non-school qualification divided by the number of 15–64 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

Data Quality Framework Dimensions

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Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education. For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the SEW are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the SE. There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that

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

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

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

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

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

Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;

SEW data as the key source for measuring annual performance at the national level between census years; and

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

Coherence

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

For the 2013 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

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Accessibility

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

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

Interpretability

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Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

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

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

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<u>Definition</u> The proportion of 20–24 and 20–64 year olds who have completed year 12 (or equivalent), or Certificate level II or above. <u>Numerator</u> Number of 20–24 and 20–64 year olds who have completed year 12 (or equivalent), or Certificate level II or above. <u>Denominator</u> Number of 20–24 and 20–64 year olds. <u>Computation</u> The number of 20–24 and 20–64 year olds who have completed year 12 (or equivalent), or Certificate level II or above divided by the number of 20–24 and 20–64 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	The SEW is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website.
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education. For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the SEW are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the SE. There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs. The interval of two SEs about an estimate is referred to as the 95 per cent CI. Small

SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

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

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

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

Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;

SEW data as the key source for measuring annual performance at the national level between census years; and

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

Coherence

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

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Data Gaps/Issues Analysis

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

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

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<u>Definition</u> The proportion of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level III or above. <u>Numerator</u> Number of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level III or above. <u>Denominator</u> Number of 20–24 year olds. <u>Computation</u> The number of 20–24 year olds who have completed year 12 (or equivalent), or Certificate level III or above divided by the number of 20–24 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

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Coherence

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Population who have qualifications at Certificate level III or above

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<u>Definition</u> The proportion of 20–64 year olds who have qualifications at or above Certificate level III. <u>Numerator</u> The number of 20–64 year olds who have qualifications at or above Certificate level III. <u>Denominator</u> Number of 20–64 year olds. <u>Computation</u> The number of 20–64 year olds who have qualifications at or above Certificate level III divided by the number of 20–64 year olds.
Data source/s	<u>Numerator/Denominator</u> ABS (unpublished) <i>Education and Work, Australia, 2013</i> , Cat. no. 4402.0, Canberra.

Data Quality Framework Dimensions

Institutional environment	The SEW is collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website.
Relevance	SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education. For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly LFS.
Accuracy	The SEW has a response rate of 95 per cent (39 500 completed interviews). The data for the SEW are collected from ARA on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. The sampling error of an estimate is a measure of the variability that occurs by chance because a sample, rather than the entire population, is surveyed. Since the indicators produced from the SEW are based on information obtained from occupants of a sample of dwellings they are subject to sampling variability; that is they may differ from the figures that would have been produced if all dwellings had been included in the survey. One measure of the likely difference is given by the SE. There are about two chances in three that a sample estimate will differ by less than one SE from the figure that would have been obtained if all dwellings had been included, and about 19 chances in 20 that the difference will be less than two SEs. The interval of two SEs about an estimate is referred to as the 95 per cent CI. Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator.

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

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

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

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

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

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

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

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

Census of Population and Housing data as the key source for monitoring state and territory performance by equity group where relevant and appropriate;

SEW data as the key source for measuring annual performance at the national level between census years; and

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

Coherence

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

For the 2013 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

The ASCED (Cat. No. 1272.0) has been used in all surveys with education items since

2001 and allows the education and training items between different surveys to be compared.

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

Accessibility

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

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

Additional data are available at cost upon request through the NIRS.

A CURF has been produced for every second cycle of the SEW since 2001, most recently 2011.

Further data are available by the licensed Survey TableBuilder product.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes in Education and Work, Australia (Cat. no. 6227.0).

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

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

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

Achievement of foundation skills (literacy, numeracy and problem solving in technology-rich environments [PSTRE])

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

Indicator definition and description

Indicator	Attainment
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of 20–64 year olds who have achieved literacy, numeracy and PSTRE according to the Programme for International Assessment of Adult Competencies (PIAAC) .</p> <p><u>Numerator</u></p> <p>Number of 20–64 year olds by each PIAAC skill level (literacy, numeracy and PSTRE).</p> <p><u>Denominator</u></p> <p>Number of 20–64 year olds.</p> <p><u>Computation</u></p> <p>The number of 20–64 year olds by each PIAAC skill level divided by the number of 20–64 year olds.</p>
Data source/s	<p><u>Numerator/Denominator</u></p> <p>ABS (unpublished) <i>Programme for the International Assessment of Adult Competencies, Australia, 2011-12</i>, Cat. no. 4228.0, Canberra.</p>

Data Quality Framework Dimensions

Institutional environment	For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website.
Relevance	<p>The PIAAC is conducted in 24 countries. The PIAAC survey was enumerated throughout Australia from October 2011 to March 2012 with funding provided by the Australian Government Department of Education. PIAAC is coordinated by the Organisation for Economic Co-operation and Development (OECD). PIAAC provides information on skills and competencies for people aged 15 to 74 years in the three domains of:</p> <ul style="list-style-type: none">• literacy• numeracy• PSTRE.
Timeliness	PIAAC data for 2011-12 were available for this Report. The OECD proposes to conduct the PIAAC survey internationally every ten years. The next PIAAC survey is therefore proposed to be conducted in 2021.
Accuracy	<p>PIAAC was designed to provide reliable estimates at the national level and for each state and territory.</p> <p>Dwellings in each state and territory were selected at random using a multi-stage area sample. The sample included only private dwellings from the geographic areas covered by the survey.</p> <p>The initial sample for PIAAC consisted of 14 442 private dwellings. Of the 11 532 households that remained in the survey after sample loss, 8446 (73 per cent) were fully responding or provided sufficient detail for scores to be determined.</p> <p>Data were collected by trained ABS interviewers who conducted computer-assisted personal interviews. An in-scope household respondent was randomly selected to be interviewed and asked background information before undertaking a self-enumeration exercise on their literacy, numeracy and problem solving skills in technology-rich</p>

environments. Respondents either completed the exercise on the notebook computer or on paper. Respondents who passed the core stage proceeded to the main exercise. Those who failed the core stage were directed to the Reading Components booklet, which was designed to measure basic reading skills.

To minimise respondent burden, respondents completed exercise tasks in only one or two of the skill domains. PIAAC then used multiple imputation methodology to obtain proficiency scores for each respondent for the skill domains for which the respondent was not required to do an exercise.

Two initial weighting adjustment factors were applied:

- a literacy-related non-response adjustment to ensure that people who could not complete the questionnaire for a literacy or language reason.
- a non-literacy-related non-response adjustment to adjust for people who were not able to complete the questionnaire for other reasons.

The weights were then adjusted to align with independent estimates of the population.

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

PIAAC estimates include significant imputation variability, due to the use of multiple possible assessment modules and the complex literacy scaling procedures. The effect of the plausible scoring methodology on the estimation is included in the calculated RSEs. For more detail see the technical note on data quality statement in the PIAAC publication (cat. no. 4228.0).

Coherence	Both the numerator and denominator come from PIAAC.
Accessibility	Information is available to aid interpretation of the data at the ABS website.
Interpretability	The publication and standard data are available on the ABS website.

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none">• 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).
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3 Early childhood education and care

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '3A' prefix (for example, table 3A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

Early childhood education and care (ECEC) aims to meet the care, educational and developmental needs of children. In this chapter, child care services are those provided to children aged 0–12 years, usually by someone other than the child's parents or guardian(s). Preschool services are provided to children, mainly in the year or two before they begin full time schooling.

Most of the data in this chapter relate to services that are supported by the Australian, State and Territory governments. Local governments also plan, fund and deliver ECEC. Due to data limitations, the only local government data included are those which involve Australian, State and Territory government funding and/or licensing.

Improvements to the reporting of ECEC in this edition include:

- the addition of counts of the number of services by service types, including counting preschool services delivered by long day care centres
- the addition of service information for the Australian Government Department of Education's Budget Based Funded services

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- additional measures for Aboriginal and Torres Strait Islander children for the ‘children enrolled in preschool’ and ‘children attending preschool’ indicators, reporting data from the National Early Childhood Education and Care Collection (NECECC)
 - the addition of an overall National Quality Standard (NQS) quality rating measure in the ‘achievement of the NQS’ indicator. Data for this new measure and seven existing measures are reported for each State and Territory
 - the addition of a new indicator ‘ECEC outcomes’. The indicator reports data from the Australian Early Development Census (AEDC) on the proportion of children developmentally vulnerable on one or more AEDC domains, disaggregated by whether children received ECEC
 - data quality information (DQI) for the new indicator ‘ECEC outcomes’.

3.1 Profile of ECEC

Service overview

The ECEC sector provides families with access to a range of services for children based on children’s age and educational and care needs. The service types are grouped into the following broad categories, although each service (i.e. individual location or establishment) may offer more than one service type. For example, a single service may offer two different types of child care or a single service may offer a child care service type – long day care and the preschool service type.

1. *Long day care* — centre based child care services providing full time or part time care for children. Long day care primarily provides services for children aged 0–5 years. Some long day care may also provide preschool and kindergarten services (i.e. a preschool program) and outside school hours care (see below). The service may operate from stand-alone or shared premises, including on school grounds.
2. *Family day care* — services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at children aged 0–5 years, but primary school children may also receive care before and after school, and during school holidays. Carers work in partnership with scheme management and coordination unit staff.
3. *Outside school hours care (OSHC)* — services that provide care for school aged children before school, after school, during school holidays and on pupil free days. OSHC may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls. OSHC services may also provide other child care services such as occasional care.

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4. *Occasional care* — services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study, attend sports and leisure centres or have temporary respite from full time parenting. These services provide developmental activities for children and are primarily aimed at children aged 0–5 years. Centres providing these services usually employ a mix of qualified and other staff.
 5. *Other care* — government funded services to support children with additional needs or in particular situations (including Aboriginal and Torres Strait Islander children, children from non-English speaking backgrounds (NESB), children with disability or of parents with disability, and children living in regional and remote areas). Other care services may include mobile services, playschools and nannies. The Australian Government also funds and reports on a specific service type called in home care. In home care includes services where an approved carer provides care in the child’s home.
 6. *Preschool* — services which deliver a preschool program. Preschool services may be stand-alone preschools or kindergartens, preschools attached to a school or a child care service which also delivers preschool services, such as long day care centres. Long day care centres are the most numerous of the other ECEC service types that also deliver preschool services. In some states and territories more children participate in preschool programs delivered within a long day care setting than attend other preschools. Preschool services are counted and reported in addition to child care service types (see above). In some jurisdictions, preschool services are also delivered through distance education.

Preschool programs

A preschool program is defined in this Report as a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full time schooling. This definition of a preschool program is the same for all types of institutions which provide it, for all service settings and includes both government funded and privately provided preschool programs. Although varying delivery models of preschool programs exist across the different jurisdictions, the year before full time schooling (YBFS) is the term used to describe the ‘preschool’ program cohort that will transition to full time schooling in the following year.

Preschool programs delivered to children in the year or two before full time schooling are intended to be available for a minimum of 600 hours per calendar year (or 15 hours per week for 40 weeks). Children aged 3 to 6 years may be enrolled in a preschool program in the YBFS, although the programs are typically delivered to 4 and 5 year old children. States and territories provide some 3 year old children with free or subsidised access to preschool programs. In some jurisdictions, 3 year old Aboriginal and Torres Strait Islander children or disadvantaged children are entitled to free or subsidised access to a preschool program 2 years before they enter full time schooling, in addition to provision in the

YBFS. In some jurisdictions, unfunded (except for some operational subsidies in the NT) preschool programs exist specifically for 3 year olds (i.e. earlier than the YBFS), which are delivered for fewer hours per week. These programs may be known as 3 year old kindergarten/preschool.

Preschool program names and starting ages for each State and Territory are presented in table 3.1.

Table 3.1 Preschool programs in Australia^{a, b}

<i>State/Territory</i>	<i>Program name</i>	<i>Age of entry – preschool program</i>	<i>Age of entry - school</i>
NSW	Preschool	Generally aged 4 and 5	5 by 31 July
Vic	Kindergarten	4 by 30 April	5 by 30 April
Qld	Kindergarten	4 by 30 June	5 by 30 June
WA	Kindergarten	4 by 30 June	5 by 30 June
SA	Preschool	4 by 1 May	5 by 1 May
Tas	Kindergarten	4 by 1 January	5 by 1 January
ACT	Preschool	4 by 30 April	5 by 30 April
NT	Preschool	4 by 30 June in urban areas and 3 for Aboriginal and Torres Strait Islander children in remote areas	5 by 30 June

^a Preschool programs can be delivered by services other than a stand-alone preschool – for example in some jurisdictions the majority of preschool programs are delivered by long day care centres. See table 3.6 for more information on preschool program delivery by service type. ^b This table specifically refers to programs designed for children in the year or two before full time schooling and does not include preschool programs designed for 3 year olds.

Source: State and Territory governments (unpublished); table 3A.1.

Integrated Services

Integrated services fit along a continuum from cooperation (with some information sharing between services) to full integration (where services are merged). All states and territories provide ECEC in an integrated way, but the range of services offered, extent and model of integration differs across states and territories and between service providers.

The most common type of integrated service is preschool programs delivered within a long day care centre. The NECECC provides information on service numbers and usage of preschool programs. Box 3.1 contains more information on the NECECC.

Box 3.1 National Early Childhood Education and Care Collection

The National Early Childhood Education and Care Collection (NECECC) was conducted for the fourth time in 2013. The collection date is the first Friday in August each year, with a reference period of a week including the collection date. Some jurisdictions incorporate a reference period of two weeks that includes the collection date, to better reflect their preschool program delivery model.

The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Data have been compiled according to the national standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS). Improvements to the NECECC have been made since 2012, however, alignment with these standards has not yet been completely achieved by all jurisdictions, and care should be taken when making comparisons across jurisdictions.

The NECECC is derived from data provided by State and Territory and Australian government departments with responsibility for early childhood education and care (ECEC).

The scope of the collection consists of all service providers delivering a preschool program. A preschool program is defined as a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full time schooling, irrespective of the type of institution that provides the program, or whether it is government funded or privately provided.

Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are not included. The Australian Bureau of Statistics' (ABS) Preschool Provider Frame project, and subsequent 2013 Australian Government supplementary communication and collection activities, have improved the coverage of long day care service providers reported as delivering a preschool program within the Child Care Management System (CCMS). There is still an unknown level of under-coverage of long day care services which are delivering a preschool program and are not currently captured in CCMS or state and territory ECEC collections.

All children who were aged between 3 and 6 years (inclusive) on 1 July in the collection year are included in the collection if they were enrolled in a preschool program during the reference period. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

All paid employees delivering a preschool program at an in-scope service provider during the reference period are included in the collection.

Data from the NECECC were experimental until 2012. This Report has included NECECC data since 2012.

Source: ABS (2014).

Nationally in 2013 according to the NECECC there were 4283 preschools and 4371 long day care centres providing a preschool program. These long day care centres delivered half of all preschool programs in Australia (table 3.2).

Table 3.2 Summary of service types delivering a preschool program, August 2013

	NSW ^c	Vic	Qld	WA	SA	Tas	ACT	NT ^d	Aust
Service type (no.)									
Preschool ^a	859	1 161	565	884	372	216	83	143	4 283
Long day care ^b	1 728	983	1 203	130	203	12	79	33	4 371
Total preschool services	2 587	2 144	1 768	1 014	575	228	162	176	8 654
Service type (proportion)									
Preschool ^a	33.2	54.2	32.0	87.2	64.7	94.7	51.2	81.3	49.5
Long day care ^b	66.8	45.8	68.0	12.8	35.3	5.3	48.8	18.8	50.5
Total preschool services	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

^a Preschool includes stand-alone services and those attached to a school. ^b There is an undercount of long day care services that delivered a preschool program as those services are not mandated to provide data through the Child Care Management System (CCMS). There may also be some services delivering preschool programs which are not captured if they are not funded by the Australian Government (i.e. not Child Care Benefit [CCB] approved) and do not receive State or Territory government funding. ^c In response to the undercount issue, NSW completed a supplementary data report which indicated that 2136 long day care services delivered a preschool program to 55 187 children in 2013. This would increase the NSW proportion of preschool services delivering a preschool program from a long day care service to 71.3 per cent. ^d No long day care services are registered as a preschool service in the NT, although some services do deliver an education and care program specifically for preschool aged children.

Source: ABS (2014) *Preschool Education, Australia, 2013*, Cat. no. 4240.0.

Continuous improvements to the methodology and coverage of the NECECC are being made to capture the full range of preschool programs delivered within integrated settings.

More recently, a broader range of integrated services are being provided to children and families, including maternal and child health and family support services in addition to preschool and child care. The range of integrated services differs according to community need, and integrated ECEC services are more commonly placed in disadvantaged communities, and also provide particular specialised services.

Roles and responsibilities

The Australian Government and State and Territory governments have different but complementary roles in supporting ECEC. Both levels of government contribute funding to services, provide information and advice to parents and service providers, and help plan, set and maintain operating standards.

Australian Government

The Australian Government's roles and responsibilities for ECEC include:

- paying Child Care Benefit (CCB) to eligible families using approved child care services or registered carers
- paying Child Care Rebate (CCR) to eligible families using approved child care services
- providing funding to State and Territory governments through the *National Partnership Agreement on Universal Access to Early Childhood Education* (NP UAECE) to support the achievement of universal access to early childhood education
- providing funding and support to implement the National Quality Framework (NQF) through the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care* (NP NQAECEC)
- funding organisations to provide information, support and training to service providers
- providing operational and capital funding to some providers.

State and Territory governments

State and Territory governments' roles and responsibilities vary across jurisdictions. Generally, State and Territory governments are responsible for funding and/or providing preschool services. They may also fund or license child care services which are not funded by the Australian Government or approved under the NQF and are responsible for regulating services under the NQF.

State and Territory governments' roles and responsibilities can include:

- providing a legislative framework in which ECEC services not approved under the NQF are registered, licensed and/or approved to provide selected services
- approval or licensing, monitoring and quality assessment of services in accordance with the NQF and other relevant regulations
- monitoring and resourcing licensed and approved ECEC providers
- providing operational and capital funding to non-government service providers
- delivering services directly (especially preschool services)
- developing new ECEC services
- providing information, support, training and development opportunities for ECEC providers
- providing curriculum and policy support and advice, as well as training and development for management and staff
- planning to ensure the appropriate mix of services is available to meet the needs of the community

-
- providing information and advice to parents and others about operating standards and the availability of services
 - providing dispute resolution and complaints management processes.

The arrangements for departmental responsibility for ECEC vary across State and Territory governments. Table 3A.1 provides information on child care and preschool programs, such as agency responsibility, program names and starting ages.

The Australian Government and State and Territory governments are working cooperatively to undertake national reforms in ECEC. Through the Council of Australian Governments (COAG), governments have endorsed a number of major funding agreements and initiatives as part of a wider early childhood reform agenda (box 3.2).

Box 3.2 **The COAG Early Childhood Reform Agenda**

The main Council of Australian Governments (COAG) national reform initiatives linked specifically to early childhood development, education and care include:

- the *National Early Childhood Development Strategy — Investing in the Early Years*, is a collaboration between the Australian, State and Territory governments. The strategy broadly covers children from before birth to 8 years of age, and aims to improve outcomes for all children and their families, including reducing inequalities in outcomes between groups of children. The strategy, endorsed by COAG in July 2009, includes a range of long term national reform initiatives in the areas of education and care, health, protection, family support and housing
- the NP UAECE for the period July 2013 to December 2014 supporting universal access to and improved participation by children in quality early childhood education in the year before full time schooling (YBFS), with a focus on vulnerable and disadvantaged children. These include a range of performance indicators against which progress is measured. Performance measurement results published for these agreements may differ in some cases to those presented in this Report, due to differing definitions adopted for calculating national indicators. The *National Partnership Agreement on Early Childhood Education* (NP ECE) preceded the NP UAECE and was implemented progressively from 2009 to June 2013
- the *National Indigenous Reform Agreement* (NIRA) which includes a target to ensure all Aboriginal and Torres Strait Islander children aged 4 years in remote communities have access to early childhood education by 2013. These reforms have been implemented progressively from 2009
- the *National Partnership Agreement on Indigenous Early Childhood Development* which aimed to establish 35 new Children and Family Centres (CFCs). The locations for 38 CFCs were agreed, exceeding the original target of 35. These reforms were implemented progressively until June 2014
- national workforce initiatives to improve the quality and supply of the ECEC workforce
- the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care* (NP NQAECEC). This incorporates a National Quality Framework (NQF) for Early Childhood Education and Care and a National Quality Standard (NQS) to ensure high quality and consistent ECEC across Australia, including streamlined regulatory approaches, an assessment and rating system and an *Early Years Learning Framework* and a *Framework for School Age Care*

The Australian Government is implementing these changes in partnership with each of the State and Territory governments.

Source: COAG (2009a and 2009b); Australian Government Department of Education (unpublished).

Quality of services

Governments seek to ensure that ECEC services are of a satisfactory quality through:

- approvals, licensing, quality assurance, measuring performance against standards, and funding linked to outcomes
- monitoring compliance with the legislation

-
- providing curriculum and policy support and advice
 - information sessions and sector engagement opportunities.

Service approval and licensing

Service approval and licensing requirements establish the foundations for quality of care by stipulating enforceable standards to support the health, safety, welfare and developmental needs of children in approved or licensed education and care services. State and Territory governments are responsible for regulating most ECEC services. These regulatory responsibilities include the approval or licensing, monitoring, assessment and rating of services in accordance with the relevant regulations.

Most long day care, preschool/kindergarten, family day care and OSHC services are approved services that fall within the scope of the NQF. To operate as an approved education and care service under the NQF, a person or entity must first apply to the relevant State or Territory regulatory authority to become an approved provider. An approved provider must then apply for a service approval to operate an education and care service.

To obtain a service approval or license to operate, providers of ECEC services must meet legislative and regulatory requirements in relation to the premises, policies and procedures.

NQF approved services are regulated in accordance with the requirements of the Education and Care Services National Law and National Regulations. A small number of services continue to be licensed through other relevant legislation in each jurisdiction, for example mobile preschools. In addition, some services may require State or Territory based registration to operate (not NQF approval or State or Territory licensing). Approval and licensing requirements vary across service types and jurisdictions (table 3.3).

Table 3.3 Approval and licensing of ECEC services, by jurisdiction, June 2014

<i>Service type</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Long day care ^a	N	N, L	N	N	N	N	N	N
Family day care	N	N, L	N	N	N	N	N	N
OSHC ^a	N	N	N	N	N	N	N	N
Occasional care ^b	L	N, L	R	L	R	L	L	X
Home-based care	L	..	X	X	R	L	na	X
Other care ^c	L	L	X	X	R	L	L	N
Preschool ^d	N	N, L	N	G	N	G/R	N	N

N = Services are approved under the National Quality Framework (NQF) and require a Provider Approval, Service Approval and a Nominated Supervisor who holds a Supervisor Certificate to operate. L = Services are licensed under State/Territory based legislation. R = Services require State/Territory based registration or approval to operate. G = Services are provided by State/Territory governments. X = Services do not require a licence, registration or approval to operate, but can be required to meet State/Territory based regulatory standards.

^a In Victoria a small number of long day care and outside school hours care (OSHC) services have been exempted from the NQF and are licensed under Victorian law. ^b In Victoria occasional care services can be part of an NQF approval and regulated under Victorian law as approved associated services, or be licensed and regulated under Victorian law. ^c Other care refers to all other government regulated care, for example, nannies, playschools, and in home care. Jurisdictions can licence some, but not all, types of other care services. In Victoria other care refers to early intervention and short-term services. In SA other care includes rural and mobile care services. In Tasmania other care includes in home care services (which are licensed under family day care services). Not all other care services require registration or licensing. The NT currently does not have any other care services (3 year old kindergartens were previously reported as other care). ^d In Victoria two preschool services are exempted from the NQF and are licensed under Victorian law. In Queensland preschool services are licensed under state-based legislation. In Tasmania, kindergartens not in government schools are registered with the Schools Registration Board. **na** Not available. **..** Not applicable.

Source: State and Territory governments (unpublished).

Quality improvement

Since 1 January 2012, the NQF has determined the approach to quality improvement. The previous quality assurance system (National Childcare Accreditation Council) ceased on 31 December 2011. Box 3.16 provides additional information on the NQF.

The NQS is a key aspect of the NQF and sets a national benchmark for the quality of services, in seven key quality areas. Across these seven quality areas there are 18 standards. Each standard contains a number of elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total.

The NQS is accompanied by a national assessment and rating process reporting the quality of each service, against the five rating levels ‘Significant Improvement Required’, ‘Working Towards NQS’, ‘Meeting NQS’, ‘Exceeding NQS’ and ‘Excellent’. The ‘Excellent’ rating can only be awarded by the national body, the Australian Children’s Education and Care Quality Authority (ACECQA), on application by the Approved

Provider. The other four ratings result from the assessment and ratings process. Until a service is assessed and rated, it is taken to have the prescribed provisional rating of ‘Provisional – Not Yet Assessed’.

Funding performance standards and outcomes

State and Territory governments impose varying performance requirements for funding ECEC services. These requirements can include:

- the employment of higher qualified staff than required by licensing or minimum standards
- self-assessment of quality
- a demonstration of the delivery of quality educational and recreational programs.

Funding

Total Australian, State and Territory government expenditure on ECEC services was \$7.7 billion in 2013-14, compared with \$6.8 billion (an increase of \$857.8 million, or 12.5 per cent in real terms) in 2012-13. Nationally, the average annual growth rate of real expenditure was 10.6 per cent between 2009-10 and 2013-14 (table 3A.3).

Australian Government expenditure accounted for 80.9 per cent (\$6.2 billion) of total government expenditure on ECEC services in 2013-14 (tables 3A.3 and 3A.4). State and Territory government expenditure on ECEC services in 2013-14 was \$1.5 billion (tables 3A.3 and 3A.5). Total Australian, State and Territory government expenditure reporting on ECEC services is also available by jurisdiction (tables 3A.3–6, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87, 3A.94, 3A.101 and 3A.108).

The Australian Government provided \$273.6 million in 2013-14 to State and Territory governments through the NP UAECE (table 3A.6). This expenditure is included in the data for State and Territory government recurrent expenditure (table 3A.5).

In 2013-14, the provision of preschool services accounted for the largest proportion of total State and Territory government ECEC expenditure (84.0 per cent, or \$1.2 billion nationally) (table 3A.5).

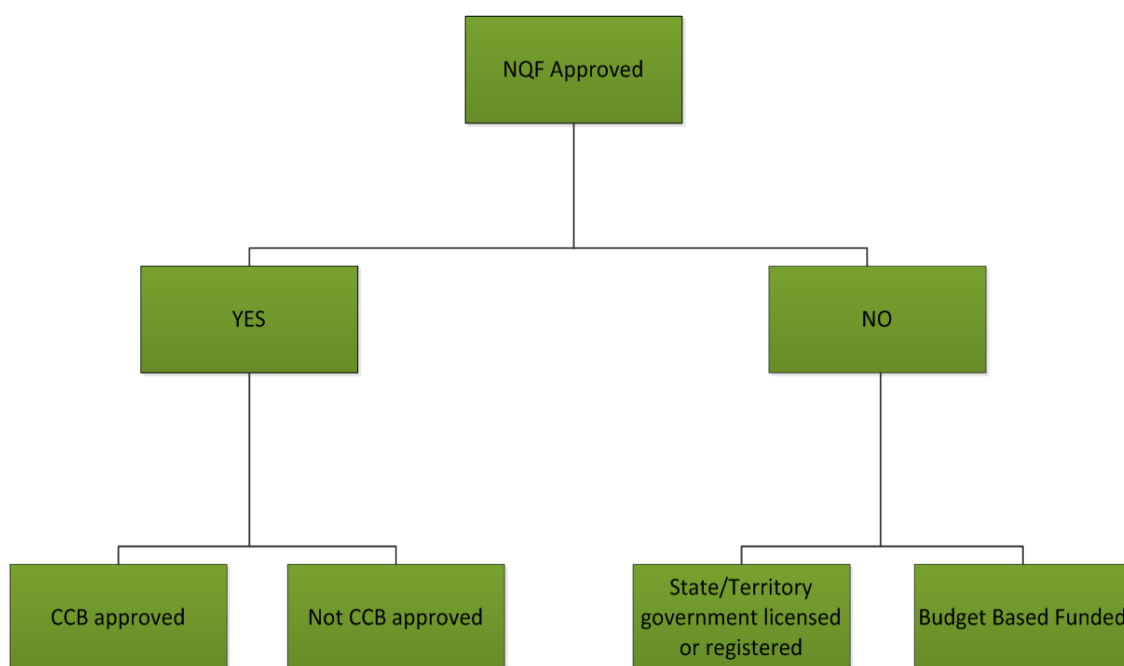
The Australian Government provides supplementary funding to support the participation of Aboriginal and Torres Strait Islander children in eligible preschool programs. In 2013, \$14.8 million was provided on a per person and project basis to 1821 government and non-government preschool programs. The funding covered 10 926 full time equivalent Aboriginal and Torres Strait Islander preschool program enrolments (Australian Government Department of Education unpublished).

Size and scope

ECEC services by service type

This chapter reports the number of ECEC services approved or licensed to operate by service type and management type. Data on operational approval numbers are sourced from the National Quality Agenda Information Technology System (NQAITS) (via ACECQA) and State and Territory governments. Specifically, these services are NQF approved or State and Territory government licensed or registered. The chapter also provides information on the number of child care services by service type which are Australian Government CCB approved or Budget Based Funded (usually non-CCB approved) services (figure 3.1).

Figure 3.1 **Extent of relationship between ECEC services reported in this chapter^a**



^a Budget Based Funded services are not NQF approved and not CCB approved. This means they may be licensed or registered by State or Territory governments.

At 30 June 2014 there were 10 711 NQF approved and State and Territory licensed or registered child care services and 5964 preschool services in Australia (table 3.4). Table 3.4 identifies the number of services providing each type of child care. It also identifies the total number of child care services (which may each offer more than one type of child care), and the total number of preschool services (which may also offer some types of child care). Detailed data on how many long day care centres deliver preschool programs are provided in table 3.2.

Table 3.4 Number of NQF approved and State and Territory government licensed or registered ECEC services, by service type, June 2014^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Child care services</i>									
Long day care	2 649	1 260	1 404	625	318	115	116	74	6 561
Family day care	246	333	109	57	34	12	9	5	805
Vacation care	891	461	916	326	282	109	58	38	3 081
OSHC	1 296	1 064	954	371	358	134	87	46	4 310
Occasional care	49	397	41	na	94	28	1	na	610
Other care	150	145	..	19	55	2	15	na	386
Total child care services^d	5 083	3 110	2 153	1 040	833	258	239	125	12 841
<i>Preschool services^e</i>									
Total preschool services^f	964	2 170	1 053	914	442	216	96	123	5 978

^a Data are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF). Preschool services includes services which are stand-alone, part of a school or delivered within a long day care centre (or other service type). Preschool services include both services delivering preschool programs for children in the year before full time schooling (YBFS) and preschool programs specifically for 3 year old children. Services are only counted once if they provide both types of preschool programs (except for Victoria where 9 preschool services deliver both 3 year old kindergarten and a YBFS preschool program. This is because the services are not licensed to the same provider. ^b This table presents information on all service types delivered by child care and preschool services. NQF approval is for either a centre-based or a family day care service. Counts of types of centre-based services from the NQAITS are based on the nominated classification of the service approval holder. Reporting is based on counting each service by each service type it operates. This means a service may be counted more than once (i.e. in both long day care and total preschool or long day care and OSHC) if they provide more than one service type. ^c Data on NQF approved services are sourced from the NQAITS and provided by ACECQA. State and Territory governments add data on licensed or registered services (i.e. not NQF approved services) to form the totals reported in this table. Service type totals include unknown or not stated management type. ^d Total child care may not equal the breakdown by child care service types as services may provide multiple service types. For example, a child care centre which delivers OSHC and vacation care is counted separately by service type, but only once in total child care services. ^e Preschool services include stand-alone services, services attached to a school and preschool services delivered by a long day care centre (or other child care service type). ^f Total preschool services for NSW and ACT does not include long day care centres delivering a preschool program. **na** Not available. **..** Not applicable.

Source: ACECQA NQAITS (unpublished) and State and Territory governments (unpublished); tables 3A.64, 3A.71, 3A.78, 3A.85, 3A.92, 3A.99, 3A.106 and 3A.113.

CCB approved services are approved by the Australian Government for the purpose of administering CCB payments because they meet certain standards and requirements. These requirements include having NQF approval or State and Territory government licensing to operate, qualified and trained staff, being open certain hours, and meeting health, safety and other quality standards.

Box 3.3 provides information on Australian Government Budget Based Funded services.

Box 3.3 Budget Based Funded services

These services are part of the Australian Government's Budget Based Funded Programme which provides an Australian Government contribution to the operational costs of child care and early learning and school aged care services in a limited number of approved locations. These services are predominantly located in regional, remote and Aboriginal and Torres Strait Islander communities where the market would otherwise fail to deliver services to meet the needs of children and their families.

A range of service types are funded across Australia including crèches, mobile services, Multifunctional Aboriginal Children's Services and outside school hours care (OSHC) services. Services reported as Budget Based Funded services are not approved to administer CCB on behalf of families. State and Territory governments may license or register Budget Based Funded services to operate.

In March 2014 there were 304 Budget Based Funded services nationally (38 in NSW, 14 in Victoria, 72 in Queensland, 28 in WA, 39 in SA, 6 in Tasmania and 107 in the NT). Data on the use of Budget Based Funded services are not reported in this chapter.

Source: Australian Government Department of Education (unpublished).

In the March quarter 2014 there were 16 207 Australian Government CCB approved child care services in Australia (table 3.5).

Table 3.5 Number of Australian Government CCB approved child care services, March 2014^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Long day care	2 670	1 217	1 406	517	334	111	123	72	6 450
Family day care	185	268	113	34	21	12	7	4	644
Vacation care	750	395	591	240	258	79	52	39	2 404
OSHC	1 892	1 784	1 250	598	627	163	145	61	6 520
Occasional care	36	55	8	11	2	4	3	–	119
In home care	20	16	21	6	3	3	1	–	70
Total CCB approved	5 553	3 735	3 389	1 406	1 245	372	331	176	16 207

^a Data relate to the March quarter 2014. – Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished).

Child care services also exist which are approved or licensed to operate, but not funded by the Australian Government under CCB approval or the Budget Based Funded Programme. These services may receive State and Territory government funding and are predominantly occasional care and vacation care services.

ECEC services by management type

ECEC services may be managed by governments (State, Territory and local), the community sector, the private sector and non-government schools. Data on the management type of NQF approved or State or Territory government licensed child care and preschool services are presented in table 3.6.

Table 3.6 Proportion of NQF approved and State and Territory government licensed ECEC services, by management type, June 2014 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>Child care services</i>								
Community	29.9	27.6	49.5	33.2	48.0	59.7	72.0	61.6
Private	34.2	50.2	44.7	62.3	25.8	22.1	22.6	23.2
Non-government school	1.7	3.4	4.0	0.1	12.0	3.5	5.0	15.2
Total non-government	65.7	81.2	98.3	95.6	85.8	85.3	99.6	100.0
Government	7.6	18.8	1.7	4.4	14.2	14.7	0.4	–
Total child care services^d	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<i>Preschool services^e</i>								
Community	80.3	44.3	57.8	2.6	2.7	–	na	1.6
Private	7.0	33.5	35.6	0.8	1.4	–	na	na
Non-government school	2.4	4.9	3.6	27.5	7.9	26.9	19.8	3.3
Total non-government	89.6	82.7	97.1	30.9	12.0	26.9	19.8	4.9
Government	10.4	16.1	2.9	69.1	88.0	73.1	80.2	95.1
Total preschool services^d	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

^a Data used to calculate the proportions are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF). Child care services include long day care, family day care, vacation care, OSHC, occasional care and other care services. Child care services are only counted once even where they provide more than one child care service type. Preschool services may be stand-alone preschools, part of a school or long day care centres (or another service type) that delivers preschool programs for children in the YBFS or preschool programs specifically for 3 year old children. Long day care centres that also deliver a preschool service are reported as both a child care service and a preschool service. ^b Management type relates to the legal status of the child care or preschool service and not to whether the service is for-profit or not-for-profit. ^c Data on services approved under the NQF are sourced from the NQAITS and provided by ACECQA. Each jurisdiction adds any State and Territory government licensed registered services to produce final data. ^d As not all services in the NQAITS include a stated management type, the sum of management type categories may not equal 100 per cent. ^e Preschool services in this table refers to services which are stand-alone preschools, part of a school or delivered within a long day care centre (or other child care service type). Preschool services data for NSW and ACT do not include long day care centres delivering a preschool program. na Not available. – Nil or rounded to zero.

Source: ACECQA NQAITS (unpublished) and State and Territory governments (unpublished); tables 3A.64, 3A.71, 3A.78, 3A.85, 3A.92, 3A.99, 3A.106 and 3A.113.

Preschool services in receipt of State and Territory government funding by service delivery setting

Non-government managed preschool services are those managed by community organisations, private not-for-profit and commercial organisations and non-government schools and may be delivered in a range of service delivery settings. Government managed preschool services may also be delivered in a range of service delivery settings. Information on the service delivery settings for non-government and government managed preschool services in receipt of State and Territory government funding is presented in table 3.7.

Table 3.7 Preschool services in receipt of State and Territory government funding by service delivery setting, 2014

	NSW	Vic ^a	Qld ^b	WA	SA	Tas ^c	ACT ^d	NT ^e
Non-government managed preschool services by service delivery setting								
Stand-alone preschool	✓	✓	✓	✓	✓	✓
Non-government school	✓	✓	✓	✓	✓	✓	x	✓
Government school	✓	✓	✓	x	..	..	..	..
Long day care centre	✓	✓	✓	x	✓	..	..	✓
Government managed preschool services by service delivery setting								
Stand-alone preschool	✓	✓	✓	x	✓	..	..	..
Non-government school	x	..	..	..	..
Government school	✓	✓	✓	✓	✓	✓	✓	✓
Long day care centre	✓	✓	✓	✓	✓

✓ = Services exist of this specification (management type and delivery setting) and receive State and Territory government funding. X = Services exist of this specification (management type and delivery setting) and do not receive State and Territory government funding.

^a Victoria includes local government services as government managed preschool services.

^b Non-government managed preschool programs include preschool programs with management type of community, private or non-government school. The service delivery setting does not indicate the management type, for example, in Queensland a non-government kindergarten program may be delivered on a government school site but is not operated by the school. ^c Tasmania funds preschools with a management type of community in a range of settings, if the preschool is registered as a non-government school. ^d Non-government preschools in the ACT are licensed, but not government funded. ^e In the NT, only 4 remote Catholic schools receive NT Government funding for preschool services. .. Not applicable.

Source: State and Territory governments (unpublished).

Child care service usage

It is important to distinguish the number of child care places provided from the number of children who attend services, because of the episodic nature of some services. For example, many children attend on a part time basis, for some sessions or on some days, so it is possible for one place to accommodate more than one child. Therefore, it is difficult to measure accurately how many children access multiple services.

There are no restrictions on the number of CCB approved child care services or places in long day care, family day care and OSHC (including vacation care) that can be approved for the purposes of CCB. There are also no restrictions in most State and Territory government child care services on the number of supported places. Data on the number of child care places supported by State and Territory governments are presented in tables 3A.60, 3A.67, 3A.74, 3A.81, 3A.88, 3A.95, 3A.102 and 3A.109.

In the March quarter of 2014, 1 111 532 children aged 12 years or younger attended Australian Government CCB approved child care services, an increase of 7.6 per cent from 2013 (table 3A.8). For jurisdictions who could report child care usage data there were 5380 children attending State and Territory funded and/or provided child care services in 2013-14 (table 3A.10). Information on service usage in non-government funded child care services (e.g. State/Territory government licensed, but not funded services) is not included in this Report.

Child care usage is not consistent throughout the year as children enter and leave care at different points of the year, depending on the child's situation. The number of children that have utilised child care across a given year is greater than the number using care at any point in time. Child care flow data counted across an entire year illustrate the variability of child care usage. For example, in the 2013 calendar year over 1.3 million children aged 12 years or younger attended Australian Government CCB approved child care services (Australian Government Department of Education unpublished), compared with 1 033 214 in the March quarter of 2013 (table 3A.8).

Preschool program usage

Preschool services provide a range of preschool programs (generally on a sessional basis) to children in the year or two before they commence full time schooling. Data on preschool program usage in this Report include preschool programs delivered in stand-alone preschools, preschools attached to a school and long day care centres. Long day care centres which deliver preschool programs also provide a long day care (child care) service and usage of long day care services is also reported in this chapter.

The age from which children can or must attend full time schooling, and therefore the age from which children can attend preschool programs, varies across jurisdictions and information for each State and Territory is presented in table 3.1. Differences in the age from which children can access preschool programs reduces the comparability of data across jurisdictions. Data on the age of children enrolled in preschool programs are presented in this chapter, and to improve comparability, data are also presented for:

- children enrolled in preschool programs in the year before they commence full time schooling
- 3 year old children enrolled in preschool programs.

In 2013, 44 996 children aged 3 years were enrolled in a preschool program. These data may include both 3 year old children receiving a YBFS preschool program (including early entry enrolments for Aboriginal and Torres Strait Islander children and disadvantaged children, and children who are aged 3 years in their YBFS) and 3 year old children receiving a specific 3 year old preschool program. Overall, data reported for 3 year olds enrolled in a preschool program may be incomplete due to different reporting arrangements in each jurisdiction.

In 2013, there were 239 663 children aged 4 years and 48 387 children aged 5 years enrolled in a preschool program. Overall, 272 810 children aged 4 and 5 years were enrolled in a preschool program in the YBFS (excluding enrolled children aged 5 years who were also enrolled in the previous year as a 4 year old and 3 year old children) (table 3A.16).

3.2 Framework of performance indicators

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

There are no service specific NAs that relate to ECEC services. The National Indigenous Reform Agreement (NIRA) includes an indicator relevant to this service area and performance indicators reported in this chapter are aligned with relevant performance indicators in the NIRA. The Steering Committee collates NIRA performance information for analysis by the Department of Prime Minister and Cabinet.

The framework of performance indicators for ECEC is based on common objectives for ECEC and is endorsed by the Steering Committee (box 3.4).

Box 3.4 Objectives for ECEC services

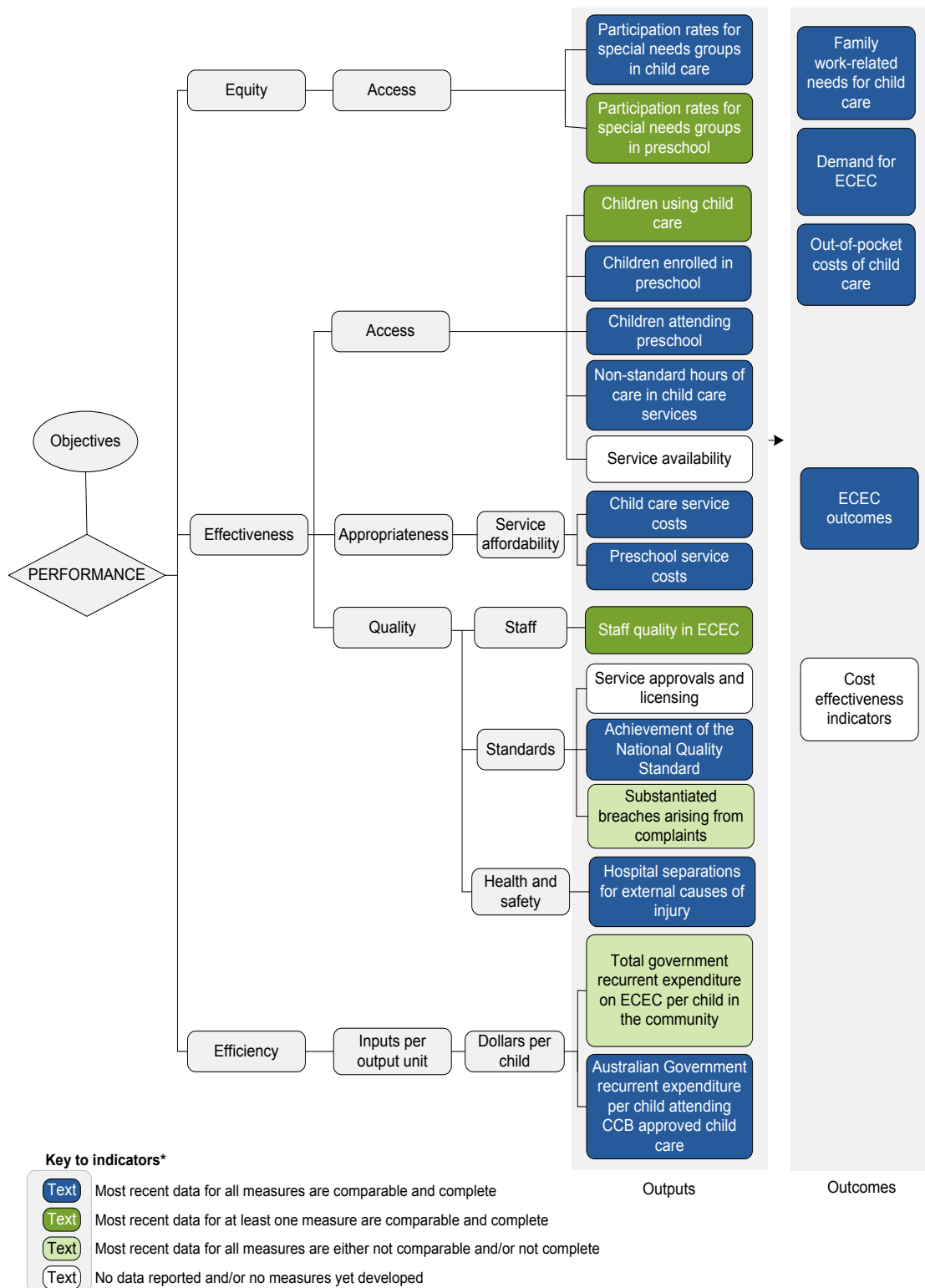
ECEC services aim to:

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

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of ECEC services (figure 3.2). The performance indicator framework shows which data are complete and comparable in the 2015 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and data completeness from a Report-wide perspective (section 1.6).

The Report's statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Aboriginal and Torres Strait Islander and ethnic status) (chapter 2).

Figure 3.2 ECEC performance indicator framework



Key to indicators*

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

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

3.3 Key performance indicator results

Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of ECEC. Definitions of key terms are in section 3.6.

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, in addition to material in the chapter or sector overview and attachment tables. DQI in this Report cover the seven dimensions in the Australian Bureau of Statistics' (ABS) data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and key data gaps and issues identified by the Steering Committee. All DQI for the 2015 Report can be found at www.pc.gov.au/rogs/2015.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity

Access — Participation rates for special needs groups in child care

'Participation rates for special needs groups in child care' is an indicator of governments' objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups that can have special difficulty in accessing services (box 3.5).

Box 3.5 Participation rates for special needs groups in child care

'Participation rates for special needs groups in child care' is defined as the proportion of children using child care services who are from targeted special needs groups, compared with the representation of these groups in the community. Data are reported for children in child care aged 0–5 and 6–12 years.

Targeted special needs groups include children from non-English speaking backgrounds (NESB), Aboriginal and Torres Strait Islander children, children from low income families, children with disability, and children from regional and remote areas.

A high or increasing participation rate is desirable. If the representation of special needs groups among child care services users is broadly similar to their representation in the community, this suggests more equitable access.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions, but a break in series means that data prior to 2010 are not comparable to data from 2010
- complete (subject to caveats) for the current reporting period. All required 2013 or 2014 data are available for all jurisdictions.

Data quality information for this indicator is under development.

Data for participation by special needs groups using Australian Government CCB approved child care services for 2013 were drawn from the *National Early Childhood Education and Care Workforce Census (NECEWC) 2013* and Department of Education administrative systems. Box 3.6 contains more information on the census.

Box 3.6 Australian Government National Early Childhood Education and Care Workforce Census

The *National Early Childhood Education and Care Workforce Census (NECEWC)* was conducted in 2010 and 2013. The census aims to provide comprehensive and nationally consistent data on access to ECEC services, and staff qualifications and experience. This chapter presents data from the 2013 NECEWC, which was an initiative of the Australian Government.

The NECEWC replaced the Australian Government Child Care Provider Survey (AGCCPS) conducted in 2008-09 and the Australian Government Census of Child Care Services (AGCCC) conducted in earlier years.

The NECEWC collected similar information to the AGCCPS and the AGCCC, although variations in collection methods and different weighting methods affect the comparability of data across the collections. Therefore comparisons across time should be made with caution.

Source: Australian Government Department of Education (unpublished).

Representation of children from special needs groups were lower than their representation in the community nationally, but the extent of the difference varied:

- Children from NESB aged 0–12 years had a lower representation in child care in 2013 (17.3 per cent) than this group’s representation in the community in 2011 (20.0 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
- Aboriginal and Torres Strait Islander children aged 0–12 years had a lower representation in child care services in 2014 (2.4 per cent) than their representation in the community in 2013 (5.6 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
- Children aged 0–12 years from low income families had a lower representation in child care services in 2014 (12.6 per cent) compared with their representation in the community in 2011-12 (20.7 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
- Children aged 0–12 years with disability had a lower representation in child care services in 2013 (3.0 per cent) compared with their representation in the community in 2012 (6.7 per cent). This was the case for both the 0–5 years age group and the 6-12 years age group.
- Children aged 0–12 years from regional areas had a lower representation in child care services in 2014 (22.9 per cent) compared with their representation in the community in 2013 (27.9 per cent). This was the case for both the 0–5 years age group and the 6-12 years age group.
- Children aged 0–12 years from remote areas had a lower representation in child care in 2014 (0.9 per cent) compared with their representation in the community in 2013 (2.7 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group (tables 3.8 and 3A.12).

Data on representation of special needs groups in State and Territory government funded and/or provided child care for children aged 0–12 years are presented in table 3A.14.

Table 3.8 Proportion of children aged 0–12 years attending Australian Government CCB approved child care services from special needs groups (per cent)^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Children from NESB</i>									
In child care services, 2013	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3
In the community, 2011	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0
<i>Aboriginal and Torres Strait Islander children</i>									
In child care services, 2014	2.6	0.8	3.8	2.5	1.6	5.3	1.2	9.7	2.4
In the community, 2013	5.4	1.6	7.9	6.4	4.5	9.3	2.8	41.6	5.6
<i>Children from low income families</i>									
In child care services, 2014	13.4	11.8	13.5	11.1	12.4	14.3	4.7	8.3	12.6
In the community, 2011-12	22.5	20.4	21.4	13.8	21.9	26.9	7.8	22.5	20.7
<i>Children with disability</i>									
In child care services, 2013	3.8	2.5	2.4	2.1	4.2	2.4	2.8	4.7	3.0
In the community, 2012	6.8	6.3	6.4	7.4	6.7	9.3	7.0	4.0	6.7
<i>Children from regional areas</i>									
In child care services, 2014 ^d	21.4	17.6	28.9	14.2	14.8	100.5	77.0	78.5	22.9
In the community, 2013	25.4	24.1	36.1	17.7	24.0	98.1	0.2	50.5	27.9
<i>Children from remote areas</i>									
In child care services, 2014	0.2	–	1.0	3.7	1.9	0.7	..	20.4	0.9
In the community, 2013	0.6	0.1	3.5	7.1	3.9	1.9	..	49.5	2.7

^a Data on children from NESB and children with disability in child care services represent the population of children attending child care in 2013 from those special needs groups. These 2013 data are from the *2013 National Early Childhood Education and Care Workforce Census*. Data for Aboriginal and Torres Strait Islander children, children from low income families and children from remote and regional areas are from administrative data for the March quarter 2014. Refer to box 3.6 and table 3A.13 for more information. ^b Data on representation in the community are reported for different years due to the availability of data and are sourced from the Australian Bureau of Statistics (ABS): *2011 Census of Population and Housing; Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026; Household Income and Income Distribution, Australia, 2011-12, Disability, Ageing and Carers, Australia, 2012 and Population by Age and Sex, Regions of Australia, 2013*. ^c See table 3A.13 for complete footnotes and definitions. ^d The proportion of children from regional areas attending child care services can exceed 100 per cent. This may occur because although the number of children in child care services is a unique count for each state and territory, children can attend, and be counted in, services located in more than one remoteness area. .. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished) administrative data collection and *National Early Childhood Education and Care Workforce Census, 2013*; ABS (unpublished) *2011 Census of Population and Housing; Household Income and Income Distribution, Australia, 2011-12*, Cat. no. 6523.0; *Disability, Ageing and Carers, Australia, 2012* TableBuilder, Cat. no. 4430.0 and *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (Series B)*, Cat. no. 3238.0; table 3A.13.

Access — participation rates for special needs groups in preschool

‘Participation rates for special needs groups in preschool’ is an indicator of governments’ objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups that can have special difficulty in accessing services (box 3.7).

Box 3.7 Participation rates for special needs groups in preschool

'Participation rates for special needs groups in preschool' is defined by two measures:

- the proportion of children aged 3–5 years enrolled in a preschool program who are from targeted special needs groups, compared with the representation of these groups in the community. Targeted special needs groups include children from NESB, Aboriginal and Torres Strait Islander children, children with disability and children from regional and remote areas
- the proportion of children enrolled in a preschool program in the YBFS who are disadvantaged, compared with the representation of children who are disadvantaged in the community. Children who are disadvantaged are defined as residing in an area with a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) quintile of 1. The SEIFA IRSD quintile of 1 is used as a proxy for the most disadvantaged. The use of SEIFA IRSD as a proxy for disadvantage needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.

A high or increasing proportion of children from special needs groups and children who are disadvantaged enrolled in a preschool program is desirable. If the representation of special needs groups and disadvantage among children enrolled in a preschool program is broadly similar to their representation in the community, this suggests equitable access.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions for the special needs groups: Aboriginal and Torres Strait Islander children and children from regional and remote areas. Data are not comparable across jurisdictions for the special needs groups: NESB and children with disability. Data are comparable (subject to caveats) across jurisdictions and over time for children who are disadvantaged
- complete (subject to caveats) for the current reporting period for children who are disadvantaged and most special needs groups. All required 2013 data are available for all jurisdictions for children who are disadvantaged but incomplete for the current reporting period for the NESB special needs group. All required NESB data were not available for WA and the NT.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Proportion of children aged 3–5 years enrolled in a preschool program who are from targeted special needs groups

Data for participation by special needs groups in preschool programs are provided by State and Territory governments for children from NESB and children with disability. Data for Aboriginal and Torres Strait Islander children and children from regional and remote areas are drawn from the NECECC 2013.

Data on the representation of special needs groups for children in a preschool program are provided in table 3.9. For jurisdictions that were able to provide data, the patterns for children from special needs groups in preschool varied:

-
- For jurisdictions where data are available (NSW, Victoria, Queensland, SA, Tasmania and the ACT), the representation of children aged 3–5 years from NESB in preschool was 10.6 per cent. Nationally, 20.0 per cent of children aged 3–5 years in the community were children from NESB.
 - Nationally, the representation of children with disability aged 3–5 years in a preschool program (5.6 per cent) was lower than their representation in the community (6.2 per cent) though this varies across jurisdictions.
 - Nationally, the representation of Aboriginal and Torres Strait Islander children aged 3–5 years in a preschool program (4.7 per cent) was lower than their representation in the community (5.6 per cent) though this varies across jurisdictions.
 - Nationally, the representation of children aged 3–5 years in a preschool program from regional areas was 28.5 per cent. This is higher than their representation in the community (27.6 per cent).
 - Nationally, the representation of children aged 3–5 years in preschool from remote areas (2.5 per cent) was slightly lower than their representation in the community (2.7 per cent) (table 3.9).

Data on the representation of special needs groups in a preschool program in the YBFS are presented in table 3A.14.

Table 3.9 Proportion of children (aged 3–5 years) enrolled in a preschool program from special needs groups, 2013 (per cent)^{a, b, c, d}

	NSW	Vic ^e	Qld	WA	SA ^f	Tas	ACT	NT ^g	Aust ^h
Children from NESB									
In a preschool program	17.0	12.8	8.1	na	10.5	2.9	27.6	na	10.6
In the community, 2011	23.7	23.4	13.2	17.7	15.4	7.4	19.6	39.3	20.0
Children with disability									
In a preschool program ⁱ	9.6	4.1	2.6	3.1	13.2	4.6	4.9	4.9	5.6
In the community, 2012	6.2	6.9	4.2	7.1	9.2	9.0	4.7	np	6.2
Aboriginal and Torres Strait Islander children									
In a preschool program	4.5	1.3	5.2	6.6	7.6	8.3	2.8	39.7	4.7
In the community, 2013	5.3	1.7	8.0	6.3	4.6	9.8	2.7	40.0	5.6
Children from regional areas									
In a preschool program	29.9	23.7	33.2	17.8	23.5	98.5	3.0	50.7	28.5
In the community, 2013	25.1	23.9	35.7	17.3	23.9	98.2	0.2	50.3	27.6
Children from remote areas									
In a preschool program	0.8	–	3.0	7.5	4.2	1.5	..	47.2	2.5
In the community, 2013	0.6	0.1	3.7	7.2	3.9	1.8	..	49.7	2.7

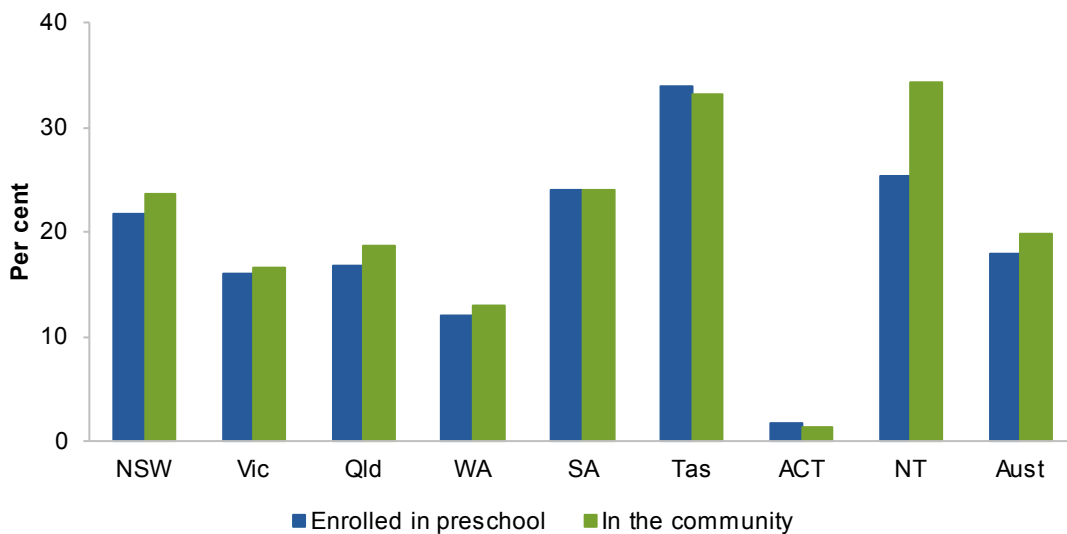
^a Preschool program data for children from NESB and children with disability are from State and Territory governments (for July/August 2013) and include only State and Territory government funded and/or provided services. These data for NSW do not include children receiving a preschool program from a long day care centre. Preschool program data for Aboriginal and Torres Strait Islander children and children from regional and remote areas are from the NECECC (August 2013). Data from the NECECC include children receiving a preschool program from a long day care centre and relate to both Government funded and unfunded programs. Not all children undertaking a preschool program in a long day care setting in NSW are captured in the NECECC. Different sources are used for representation in the community. As a result of the different data sources for preschool and community data for special needs groups, caution should be used when making comparisons across special needs groups. ^b Data on children enrolled in preschool programs are for July/August 2013. An exception to this is SA data for children from NESB and children with disability which are reported for May 2014 due to the transition from a quarterly intake of preschool enrolments causing abnormal enrolment numbers in 2013. ^c Includes children aged 3–5 years on 1 July. However, some 3 year old children attending a preschool program may not be included in the NECECC and therefore data may represent an under count. ^d See table 3A.14 for complete footnotes and definitions. ^e Victorian data for children from NESB and with disability in preschool programs only include 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds. ^f SA data should be used with caution as enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake. ^g NT preschool data for children with disability may include some children aged over 5 years. ^h Data for Australia for children from NESB and children with disability enrolled in a preschool program, are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data. ⁱ Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions. **na** Not available. **..** Not applicable. **–** Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished TableBuilder) *Preschool Education, Australia, 2013*, Cat. no. 4240.0; State and Territory governments (unpublished); ABS (unpublished) *2011 Census of Population and Housing; Disability, Ageing and Carers, Australia 2012 TableBuilder*, Cat. no. 4430.0, *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (Series B)*, Cat. no. 3238.0 and *Population by Age and Sex, Regions of Australia, 2013*, Cat. no. 3235.0; table 3A.14.

Proportion of children enrolled in a preschool program in the YBFS who are disadvantaged

Nationally in 2013, 17.9 per cent of children enrolled in a preschool program in the YBFS resided in an area with a SEIFA IRSD quintile of 1 (figure 3.3). These proportions varied across jurisdictions.

Figure 3.3 Proportion of children aged 4 and 5 years enrolled in a preschool program in the YBFS who are disadvantaged, 2013^{a, b, c, d, e, f}



^a Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year. ^b Disadvantage is defined for this measure to be children residing in an area with a SEIFA IRSD quintile of 1. Areas with a SEIFA IRSD quintile of 1 are not evenly distributed across Australia. ^c Data on representation in the community are reported using the same definition as the measure of enrolment. That is, of children residing in an area with a SEIFA IRSD quintile of 1. Data are based on the 30 June 2013 population of 4 and 5 year olds. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection. ^e Queensland and WA have a large proportion of children with not stated SEIFA IRSD. ^f SA data should be used with caution as enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.

Source: Derived from ABS (2014) *Preschool Education, Australia, 2013*, Cat. no. 4240.0; (unpublished) *Population by Age and Sex, Regions of Australia, 2013* (Cat. no. 3235.0); table 3A.15.

Data on the proportion of children attending a preschool program who are disadvantaged are presented in table 3A.15.

Effectiveness

Access — children using child care

‘Children using child care’ is an indicator of governments’ objective to ensure that all families have equitable access to child care services (box 3.8).

Box 3.8 Children using child care

‘Children using child care’ is defined by three measures:

- the proportion of children using Australian Government CCB approved plus State and Territory government funded and/or provided child care, by age group (0–5, 6–12 and 0–12 years)
- the proportion of children aged 0–12 years using Australian Government CCB approved child care
- average hours of attendance at Australian Government CCB approved child care services by service type.

A higher or increasing proportion of children using the services can indicate a higher level of service availability. This indicator does not provide information on parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care.

Data reported for these measures are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions for Australian Government CCB approved plus State and Territory government funded and/or provided child care. Data are comparable (subject to caveats) across jurisdictions and over time for children aged 0–12 years using Australian Government CCB approved child care and average hours of attendance
- incomplete for the current reporting period. All required 2013-14 data were not available for State and Territory government funded and/or provided child care services for NSW, Vic, WA, the ACT and the NT. All required 2014 data are available for all jurisdictions for children aged 0–12 years using Australian Government CCB approved child care and average hours of attendance.

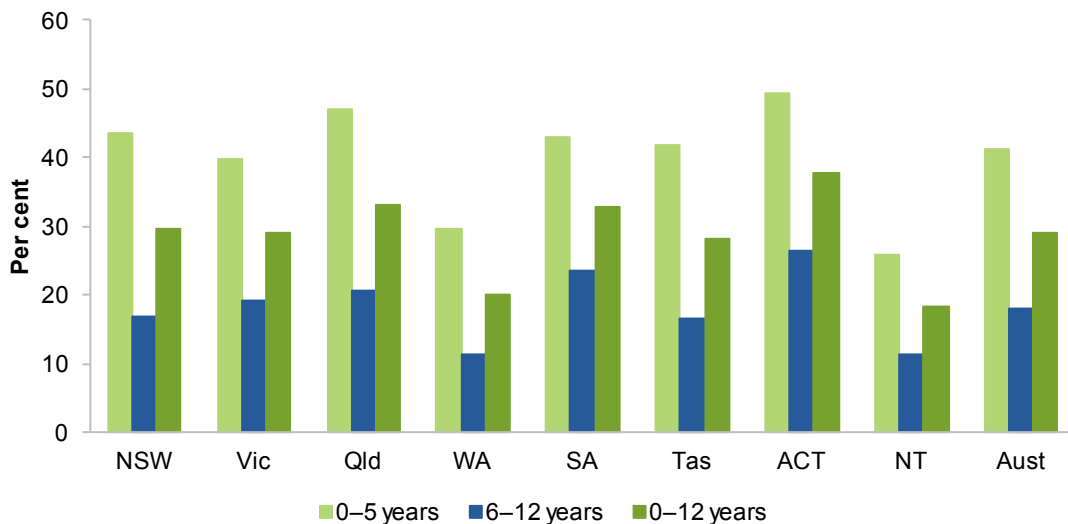
Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

The employment status of parents can influence children’s access to services, depending on the service type. Those services eligible for CCB, for example, must follow the Australian Government’s ‘priority of access’ guidelines when filling vacant places. The guidelines give a high priority to children at risk and children of parents with work-related child care needs (section 3.6 contains more detail). Details of the employment status of parents whose children use these services, for 2008 and 2011, are shown in table 3A.20.

Proportion of children using Australian Government CCB approved plus State and Territory government funded and/or provided child care

Nationally, 29.1 per cent of children aged 0–12 years attended Australian Government CCB approved or State and Territory government funded and/or provided child care in 2013-14. Amongst children aged 0–5 years, 41.3 per cent attended and amongst children aged 6–12 years, 18.0 per cent attended (figure 3.4). Of those children aged 0–12 years that attended child care, nearly all (99.5 per cent) attended Australian Government CCB approved child care services. This result is due to the majority of State and Territory governments not being able to report child care usage in State and Territory government funded and/or provided child care (table 3A.10).

Figure 3.4 Proportion of children using Australian Government CCB approved plus State and Territory government funded and/or provided child care, 2013-14^{a, b}



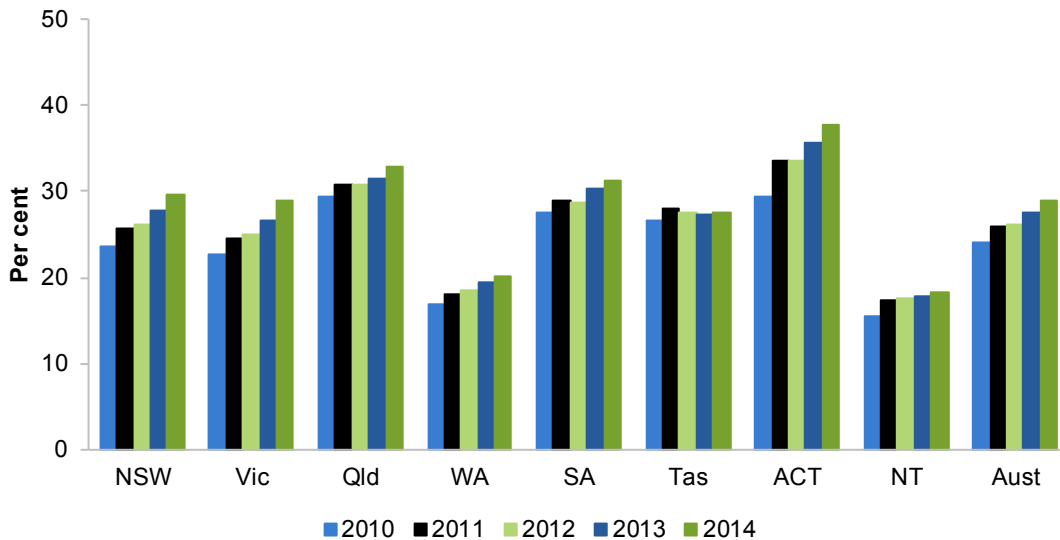
^a The population measure is the estimated resident population as at 31 December 2013. Australian Government CCB approved child care services data are reported for the March quarter 2014. Only Queensland, SA and Tasmania could report child care usage of State and Territory funded and/or provided services. These data are reported for July/August 2013. ^b Where data could be reported by State and Territory governments (Queensland, SA and Tasmania) there may be some double counting of children across State and Territory and Australian, government collections. For NSW, Victoria, WA, ACT and the NT, the total number of children attending child care services represents an undercount as data for State and Territory Government funded and/or provided services could not be reported.

Source: ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; Australian Government Department of Education (unpublished); State and Territory governments (unpublished); table 3A.10.

Proportion of children aged 0–12 years using Australian Government CCB approved child care

Nationally in 2014, 29.0 per cent of all children aged 0–12 years attended Australian Government CCB approved child care (figure 3.5). This is an increase from 27.5 per cent in 2013 (table 3A.8). The majority of children attending Australian Government CCB approved child care in 2014 (749 408, or 67.4 per cent) were aged 0–5 years (table 3A.8). In 2014, 54.1 per cent of all children aged 2 years, 60.7 per cent of all children aged 3 years, and 52.8 per cent of all children aged 4 years attended Australian Government CCB approved child care (table 3A.9).

Figure 3.5 Proportion of children aged 0–12 years using Australian Government CCB approved child care^{a, b, c}



^a The population measure is the estimated resident population as at 31 December of the previous calendar year. ^b Children can use more than one type of care. Children are counted once for each type of care they use. ^c Attendance data relate to the March quarter.

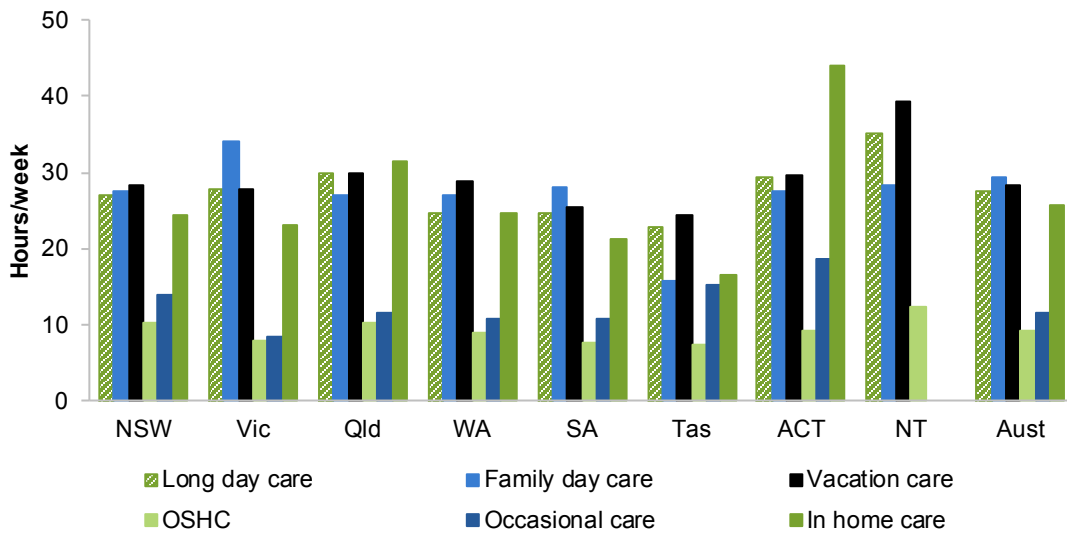
Source: Australian Government Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.2 and 3A.8.

Average hours of attendance at Australian Government CCB approved child care services by service type

The average hours of attendance in Australian Government CCB approved child care in 2014 varied considerably across jurisdictions, for all service types. Nationally, average attendance per child at long day care centres was 27.7 hours per week, while the average attendance per child at family day care was 29.5 hours per week. Nationally, the average attendance per child at occasional care was 11.4 hours per week and the average attendance at in home care was 25.7 hours per week. Nationally, the average attendance per child at

OSHC was 9.3 hours per week, and the average attendance at vacation care during school holidays was 28.4 hours per week (figure 3.6). Nationally, average hours of attendance increased from 2013 to 2014 for family day care and OSHC, whilst average hours decreased for in home care. Average hours remained the same or changed marginally from 2013 for long day care vacation care and occasional care (table 3A.11).

Figure 3.6 **Average hours of attendance at Australian Government CCB approved child care, 2014^{a, b}**



^a Average attendance hours are defined as the total hours attended within each sector divided by the number of children who attended in the reference week (excludes allowable absences). ^b Average hours of attendance at occasional care and in home care in the NT was zero during March 2014.

Source: Australian Government Department of Education (unpublished) administrative data collection; table 3A.11.

Access — children enrolled in preschool

‘Children enrolled in preschool’ is an indicator of governments’ objective to ensure that all families have equitable access to preschool services (box 3.9).

Box 3.9 Children enrolled in preschool

'Children enrolled in preschool' is defined by three measures:

- the proportion of children who are enrolled in a preschool program in the YBFS, calculated as the number of children aged 4 and 5 years enrolled in a preschool program in the YBFS as a proportion of children aged 4 years.
- the proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS, calculated as the number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS as a proportion of Aboriginal and Torres Strait Islander children aged 4 years.
- the proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS by remoteness area (national only), calculated as the number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS as a proportion of Aboriginal and Torres Strait Islander children aged 4 years.

Children enrolled in the YBFS include 4 and 5 year old children and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year and is a proxy for the actual YBFS population. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The 4 year old population estimates used in these measures are sourced from ABS projected population estimates.

A high or increasing proportion of children enrolled in a preschool program can indicate a high or increasing level of service availability, and is desirable. However, this indicator can be difficult to interpret as:

- the preschool program starting age for children varies across states and territories. A higher proportion of children enrolled at a particular age can reflect the preschool program starting age in a particular jurisdiction
- participation in a preschool program is not compulsory. This indicator does not provide information on parental preferences for using preschool programs, or other factors, which can affect use of preschool programs
- an overestimation of enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent) may occur due to children: moving interstate during a preschool program year; attending multiple providers to access an appropriate amount of care; attending multiple service types and/or attending a preschool program for more than one year. Overestimation may also result from children enrolled in a preschool program in a jurisdiction different to the one in which they live, for example, between the ACT and NSW or because the measures are based on the number of 4 and 5 year olds who are enrolled as a proportion of the number of 4 year olds in the population.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time. Data are not on a jurisdiction basis (national only) for data by remoteness area so comparability is not

(continued next page)

Box 3.9 (continued)

applicable for Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS, by remoteness area

- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Proportion of children who are enrolled in a preschool program in the YBFS

Nationally in 2013, 90.9 per cent of 4 year old children were enrolled in a preschool program in the YBFS. This is an increase from 86.2 in 2012 (figure 3.7).

Figure 3.7 **Proportion of children enrolled in a preschool program in the YBFS^{a, b, c, d, e, f, g}**



^a Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year. ^b The preschool program starting age varies across jurisdictions (table 3.1). ^c To calculate the proportions in this figure, enrolment data (from the August NECECC which includes some 5 year old children) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June). As a result the proportion may exceed 100 per cent. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW. ^e 2012 child level enrolment data for Queensland were not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so in these cases will be counted more than once in episode data. These data are included in the national total. ^f SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake. ^g 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.

Source: Derived from ABS (2013 and 2014) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0; ABS (2012 and 2013) *Australian Demographic Statistics, Jun 2012 and Jun 2013*, Cat. no. 3101.0; table 3A.16.

Although the preschool program starting age varies across jurisdictions (table 3.1), the majority of children enrolled in a preschool program in 2013 were 4 years of age for each jurisdiction (table 3A.16). Nationally in 2013, 79.9 per cent of 4 year olds were enrolled in a preschool program. The proportion of 5 year olds enrolled in a preschool program (16.2 per cent) was higher than for 3 year olds (14.9 per cent) (table 3A.16). These proportions varied across jurisdictions.

Data are included on children enrolled in a preschool program in the YBFS by weekly hour ranges. Nationally, the majority of children (82.0 per cent) were enrolled for at least 15 hours per week (table 3A.17). Data are included on all children aged 4 and 5 years who were enrolled in a preschool program in 2013. Nationally, 288 052 children aged 4 and 5 years were enrolled in a preschool program (table 3A.23).

Proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS

Nationally in 2013, 73.9 per cent of 4 year old Aboriginal and Torres Strait Islander children were enrolled in a preschool program in the YBFS. This proportion has increased from 65.0 per cent in 2012 (figure 3.8).

Figure 3.8 Proportion of Aboriginal and Torres Strait Islander children enrolled in a preschool program in the YBFS^{a, b, c, d, e, f, g}



^a Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year. ^b To calculate proportions, enrolment data (from the August NECECC which includes some 5 year olds) are divided by the number of Aboriginal and Torres Strait Islander children aged 4 years (using ABS population projections as at 30 June). Other conceptual differences between the two data sources also affect their coherence. As a result, the proportion may exceed 100 per cent. Also, the projected population denominator may have particular limitations for smaller jurisdictions. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the NECECC, resulting in an undercount for NSW. ^e 2012 child level enrolment data for Queensland were not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so in these cases will be counted more than once in episode data. These data are included in the national total. Care should be taken when comparing Queensland data from 2012 to 2013. ^f SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake. ^g 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.

Source: Derived from ABS (2013 and 2014) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0; ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001–2026*, Cat. no. 3238.0; table 3A.19.

Contextual data are provided for all jurisdictions on the number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program and enrolled in

a preschool program in the YBFS. These data are also presented by remoteness areas (table 3A.19).

Proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS by remoteness area

National data on the proportion of Aboriginal and Torres Strait Islander children enrolled in a preschool program in the YBFS are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas) in table 3A.18. In 2013, amongst Aboriginal and Torres Strait Islander children in major cities, 66.7 per cent were enrolled in a preschool program in the YBFS. In regional areas, 73.9 per cent of Aboriginal and Torres Strait Islander children were enrolled in a preschool program in the YBFS. In remote areas, 85.0 per cent of Aboriginal and Torres Strait Islander children were enrolled in a preschool program in the YBFS (table 3A.18). The proportion of Aboriginal and Torres Strait Islander children enrolled in a preschool program in the YBFS is higher in 2013 than 2012 for each of the remoteness areas (table 3A.18).

Access — children attending preschool

‘Children attending preschool’ is an indicator of governments’ objective to ensure that all families have equitable access to preschool services (box 3.10).

Box 3.10 Children attending preschool

'Children attending preschool' is defined by three measures:

- the proportion of children who are attending a preschool program in the YBFS, calculated as the number of children aged 4 and 5 years attending a preschool program in the YBFS as a proportion of children aged 4 years. The 4 year old population data are sourced from ABS population estimates.
- the proportion of Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS by remoteness area (national only), calculated as the number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS as a proportion of Aboriginal and Torres Strait Islander children aged 4 years. The 4 year old population data are sourced from ABS projected population estimates.
- the proportion of children enrolled in a preschool program in the YBFS who are attending by Indigenous status.

Children attending in the YBFS include 4 and 5 year old children and exclude children aged 5 years old who attended a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year and is a proxy for the actual YBFS population. A child is considered to be attending a preschool program if the child was enrolled and present for at least one hour during the reference period.

A high or increasing proportion of children attending a preschool program can indicate a high or increasing level of service availability, and is desirable. However, this indicator should be interpreted with caution, as:

- the preschool program starting age for children varies across states and territories. A higher proportion of children attending at a particular age can reflect the preschool program starting age in a particular jurisdiction
- participation in a preschool program is not compulsory. This indicator does not provide information on parental preferences for using preschool programs, or other factors, which can affect use of preschool programs
- an overestimation of attendance in some states and territories (for example, where attendance rates exceed 100 per cent) may occur due to children: moving interstate during a preschool program year; attending multiple providers to access an appropriate amount of care; attending multiple service types and/or attending a preschool program for more than one year. Overestimation may also result from children attending a preschool program in a jurisdiction different to the one in which they live, for example, between the ACT and NSW or because measures are based on the number of 4 and 5 year olds attending as a proportion of the number of 4 year olds in the population.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time. Data are not on a jurisdiction basis (national only) for data by remoteness area so comparability is not applicable for Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS, by remoteness area
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Proportion of children who are attending a preschool program in the YBFS

Nationally in 2013, 88.7 per cent of 4 year old children were attending a preschool program in the YBFS. This is an increase from 83.8 in 2012 (figure 3.9).

Figure 3.9 Proportion of children attending a preschool program in the YBFS^{a, b, c, d, e, f, g}



^a Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year. ^b The preschool starting age varies across jurisdictions (table 3.1). ^c To calculate the proportions in this figure, attendance data (from the August NECECC which includes some 5 year old children) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June). As a result the proportion may exceed 100 per cent. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW. ^e 2012 child level attendance data for Queensland were not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total. ^f SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake. ^g 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

Source: Derived from ABS (2013 and 2014) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0; ABS (2012 and 2013) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.21.

Across all jurisdictions in 2013, the average attendance of children at a preschool program in the YBFS was between 14.0 and 23.6 hours per week (table 3A.22). Data are included on all children aged 4 and 5 years who attended a preschool program in 2013. Nationally, 280 908 children aged 4 and 5 years attended a preschool program (table 3A.23). Of these, the largest number (199 664 children) attended more than 15 hours per week (table 3A.24).

Details of the employment status of parents whose children attended preschool services are shown in table 3A.20.

Proportion of Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS by remoteness area

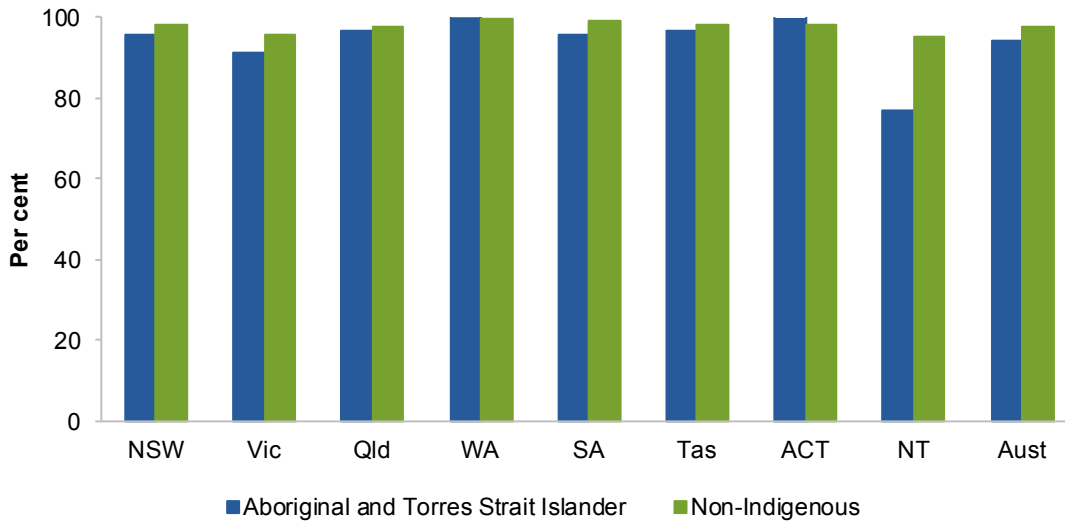
National data on the proportion of Aboriginal and Torres Strait Islander children attending a preschool program in the YBFS are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas) in table 3A.25. In 2013, amongst Aboriginal and Torres Strait Islander children in major cities, 65.1 per cent attended a preschool program in the YBFS. In regional areas, 70.7 per cent of Aboriginal and Torres Strait Islander children attended a preschool program in the YBFS. In remote areas, 74.9 per cent of Aboriginal and Torres Strait Islander children attended a preschool program in the YBFS (table 3A.25). The proportion of Aboriginal and Torres Strait Islander children attending a preschool program in the YBFS is higher in 2013 than 2012 for each of the remoteness areas (table 3A.25).

Contextual data are provided for all jurisdictions on the number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who attended a preschool program and Aboriginal and Torres Strait Islander children aged 4 and 5 years who attended a preschool program in the YBFS. These data are also presented by remoteness areas (table 3A.26).

Proportion of children enrolled in a preschool program in the YBFS who are attending by Indigenous status

Nationally in 2013, 94.5 per cent of Aboriginal and Torres Strait Islander children enrolled in a preschool program in the YBFS were attending. In comparison, 97.7 per cent of non-Indigenous children enrolled in a preschool program in the YBFS were attending (figure 3.10).

Figure 3.10 **Proportion of children enrolled in a preschool program in the YBFS who are attending, by Indigenous status, 2013^{a, b, c, d}**



^a Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year. ^b Enrolment and attendance data are very similar for some jurisdictions because enrolment requires the child to have attended that program for at least one hour during the reference period, or were absent due to illness or extended holiday leave and are expected to return. A child is considered to be attending a preschool program if he or she is enrolled and has attended for at least one hour during the reference period. In WA attendance rates have been applied to enrolment counts to estimate the number of children attending. This results in the proportion equalling 100 per cent. ^c Non-Indigenous data exclude children for whom Indigenous status is not stated/inadequately described. ^d SA data should be used with caution as enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.

Source: Derived from ABS (2014) *Preschool Education, Australia, 2013*, Cat. no. 4240.0; table 3A.27.

Access — Non-standard hours of care in child care services

‘Non-standard hours of care in child care services’ is an indicator of governments’ objective to ensure that government funded and/or provided child care services meet the needs of all users (box 3.11).

Box 3.11 Non-standard hours of care in child care services

'Non-standard hours of care in child care services' is defined as the number of Australian Government CCB approved child care services providing non-standard hours of care as a proportion of the total number of services. Data are reported by service type. Definitions of 'standard hours' and 'non-standard hours' are provided in section 3.6.

A high or increasing proportion of services providing non-standard hours of care can suggest a greater flexibility of services to meet the needs of families.

This indicator does not provide information on the demand for non-standard hours of care. Further, it provides no information on whether available non-standard hours services meet the needs of users.

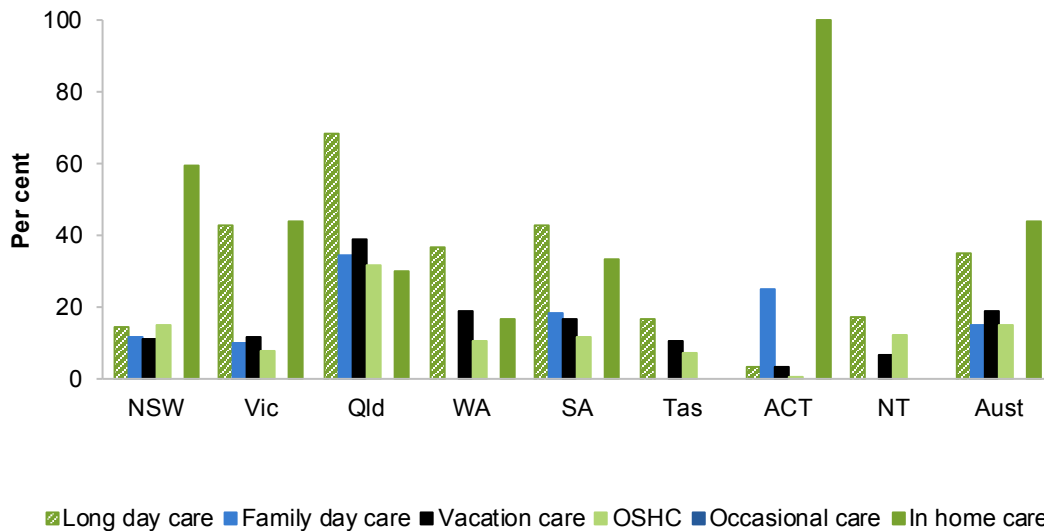
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data for 2014 are not comparable to data for 2013 (in the previous Report)
- complete (subject to caveats) for the current reporting period. All required 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Provision of non-standard hours of care can be influenced by a range of factors, such as costs to services and parents, demand for care, availability of carers, and compliance with occupational and health and safety requirements. Figure 3.11 shows the proportion of Australian Government CCB approved services that provided non-standard hours of care by service type. Nationally in 2014, 35.1 per cent of long day care services, 15.1 per cent of family day care services, 19.2 per cent of vacation care services, 15.1 per cent of OSHC services and 44.2 per cent of in home care services provided non-standard hours of care. No CCB approved occasional care services provided non-standard hours of care in August 2014.

Figure 3.11 **Australian Government CCB approved child care services providing non-standard hours of care, by service type, 2014^{a, b}**



^a Data are for the August 2014 quarter. ^b NT data for occasional care are not available. All available jurisdictions are nil for occasional care.

Source: Australian Government Department of Education (unpublished); table 3A.28.

Limited data are available on State and Territory government funded and/or provided child care services that offer non-standard hours of care (table 3A.29).

Access — Service availability

‘Service availability’ is an indicator of governments’ objective to ensure that all families have equitable and adequate access to ECEC services (box 3.12).

Box 3.12 **Service availability**

The Steering Committee has identified ‘service availability’ for development and future reporting, to replace the ‘utilisation’ indicator from earlier reports. Data are not currently available for ‘service availability’.

Appropriateness

Service affordability — child care service costs

‘Child care service costs’ is an indicator of governments’ objective to ensure that all families have equitable access to ECEC, irrespective of their financial circumstances (box 3.13).

Box 3.13 Child care service costs

‘Child care service costs’ is defined as the median weekly cost for 50 hours of Australian Government CCB approved long day care and family day care. Median costs represent the middle value of the range of costs.

Provided the service quality is held constant, lower service costs are desirable.

Cost data need to be interpreted with care, because fees are set independently by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.

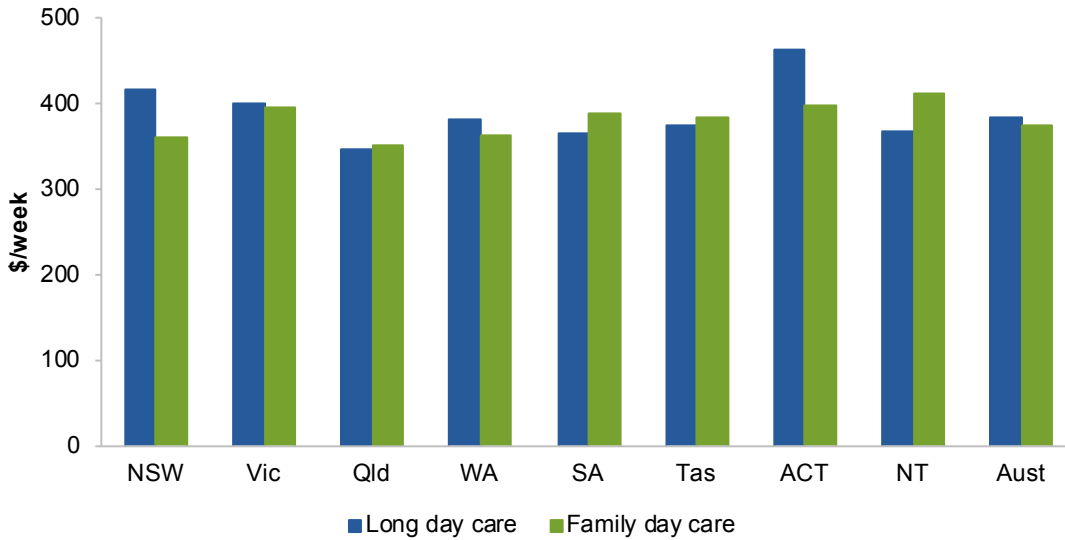
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Nationally, the median weekly cost for 50 hours of care in 2014 was higher for long day care (\$385) than for family day care (\$375) (figure 3.12). The median weekly cost for long day care increased by 4.9 per cent in real terms from 2013 to 2014 and by 9.7 per cent for family day care (table 3A.30).

Figure 3.12 **Median cost of Australian Government CCB approved child care services, 2014 (\$/week)^{a, b, c}**



^a Median costs are based on 50 hours of care in the reference week. Data are based on cost to parents as reported in administrative data, and may not represent the fee quoted by individual services, but are before fee reduction due to CCB and CCR. ^b Family day care data exclude in home care. ^c Family day care fee includes the parent levy.

Source: Australian Government Department of Education (unpublished); table 3A.30.

Median weekly costs paid to Australian Government CCB approved long day care services, by remoteness area are presented in table 3A.31. Nationally in 2014, the median weekly cost of long day care in major cities and inner regional areas (\$388) was higher than in other regions (\$352). The median weekly costs varied across jurisdictions.

Service affordability — preschool service costs

‘Preschool service costs’ is an indicator of governments’ objective that all families have equitable access to ECEC irrespective of their financial circumstances (box 3.14).

Box 3.14 Preschool service costs

'Preschool service costs' is defined as the median per hour preschool program cost per child, after subsidies received by families. Median costs represent the middle value of the range of costs.

Provided the service quality and quantity is held constant, lower hourly costs represent more affordable preschool.

Various factors influence preschool costs and care needs to be exercised when interpreting results, as:

- preschool programs are provided by a mix of providers (community, private and government). Differences in charging practices, including fees, can be due to commercial or cost recovery decisions made by individual services. Some preschool programs, particularly those offered at government preschools, have no tuition fees
- fees can reflect higher land values and rental fees charged in major cities
- some jurisdictions provide targeted fee relief that lowers fees for some children.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Further detail about the mix of preschool services by management type (community, private, non-government school and government) is provided in tables 3A.64, 3A.71, 3A.78, 3A.85, 3A.92, 3A.99, 3A.106 and 3A.113.

Nationally, the median cost per hour for a preschool program (after subsidies) per child was \$2.10 in 2013 (table 3.10).

Table 3.10 Median hourly cost (after subsidies) per child enrolled in a preschool program, 2013^{a, b}

	NSW	Vic	Qld ^c	WA ^c	SA	Tas	ACT	NT	Aust
Median cost per hour (\$)	3.20	2.10	2.20	–	–	–	–	–	2.10

^a Median costs are calculated for 4 and 5 year old children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated. ^b Data include children aged 4 and 5 years on 1 July. ^c For Queensland and WA data provided in aggregate, fees were calculated using averages at the provider level. – Nil or rounded to zero.

Source: ABS (unpublished TableBuilder) *Preschool Education, Australia, 2013*; Cat. no. 4240.0; table 3A.33.

Additional information on the costs of preschool programs for children by cost range for 2013 is presented in table 3A.32.

Data on the median hourly cost of preschool programs by remoteness area are presented in table 3A.34. Nationally in 2013, the median hourly cost of preschool in major cities was \$2.40 (after subsidies), compared to \$1.60 in regional areas and zero in remote areas. These median hourly costs varied across jurisdictions.

Quality

An important focus of Australian, State and Territory governments is to set and maintain appropriate quality standards in child care and preschool services.

Data for indicators relating to quality in this Report need to be treated with caution because there are differences in reporting across jurisdictions.

Staff — staff quality in ECEC

‘Staff quality in ECEC’ is an indicator of governments’ objective to ensure that staff employed by ECEC services are able to provide services that reflect national qualification requirements under the NQF and in doing so meet the needs of children, although not all services fall in scope of the NQF (box 3.16). In particular, this means ensuring staff have the training and experience to provide a safe and nurturing environment that fulfils the educational and developmental needs of children (box 3.15).

Box 3.15 Staff quality in ECEC

'Staff quality in ECEC' is defined by two measures:

- the proportion of paid primary contact staff employed by Australian Government CCB approved child care services, by relevant formal qualifications, or three or more years of relevant experience. A relevant formal qualification relates to the highest level of qualification that a staff member has completed in an ECEC related field at a Certificate level III or above
- the proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified. Workers delivering preschool programs are defined as ECEC workers who are employed, and paid, by an ECEC service provider as a principal/director/coordinator/teacher-in-charge, group leader/teacher, assistant/aide or other contact worker to deliver a preschool program. Workers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related.

Some studies and research (for example, OECD 2006) have shown a link between a higher proportion of qualified and experienced primary contact staff and a higher quality service, suggesting that a high or increasing proportion is desirable.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time for paid primary contact staff employed by Australian Government CCB approved child care services. Data are not comparable across jurisdictions and a break in series means that data for 2013 are not comparable to data for 2012 (in the previous Report) for workers delivering preschool programs
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

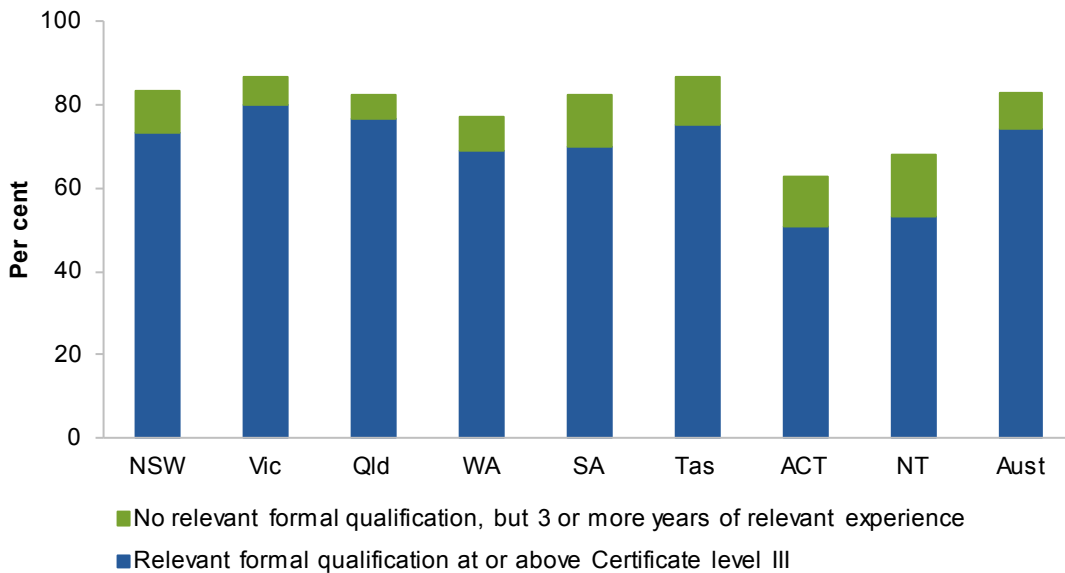
Data quality information for paid primary contact staff employed by Australian Government CCB approved child care services is under development. Data quality information for workers delivering preschool programs is at www.pc.gov.au/rogs/2015.

Proportion of paid primary contact staff employed by Australian Government CCB approved child care services, by relevant formal qualifications, or three years or more relevant experience

Data on full time equivalent staff, family day carers and unpaid staff employed by Australian Government CCB approved child care services are presented in table 3A.35.

Nationally, there were 99 655 paid primary contact staff employed by Australian Government CCB approved child care services in 2013 (table 3A.36). The proportion of paid primary contact staff with a relevant formal qualification or three or more years relevant experience was 82.6 per cent nationally in 2013 but varied across jurisdictions. Of this proportion, 74.1 per cent of paid primary contact staff held a relevant formal qualification at or above Certificate level III, and 8.5 per cent held no relevant formal qualification, but had three or more years of relevant experience (figure 3.13).

Figure 3.13 Paid primary contact staff employed by Australian Government CCB approved child care services, by relevant qualification, 2013^a



^a Data are from the 2013 *National Early Childhood Education and Care Workforce Census*. Refer to box 3.6 and table 3A.36 for more information.

Source: Australian Government Department of Education, *National Early Childhood Education and Care Workforce Census, 2013*; table 3A.36.

Nationally in 2013, the majority of paid primary contact staff with relevant formal qualifications in Australian Government CCB approved child care services held a certificate III or IV, or a diploma or advanced diploma (44.4 per cent and 40.1 per cent, respectively) (table 3A.37). Of the 11 477 (or 15.5 per cent) paid primary contact staff with a bachelor degree or above, 82.8 per cent held university qualifications in the field of early childhood education (table 3A.37).

Nationally in 2013, 80.9 per cent of paid primary contact staff in Australian Government CCB approved child care services undertook relevant in-service training in the previous 12 months (figure 3.14).

Figure 3.14 **Proportion of paid primary contact staff in Australian Government CCB approved child care services who undertook relevant in-service training in previous 12 months, 2013^a**



^a Data for from the *National Early Childhood Education and Care Workforce Census*. Refer to box 3.6 and table 3A.38 for more information.

Source: Australian Government Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013*; table 3A.38.

Additional contextual data to support the staff-quality performance information on staff tenure in Australian Government approved child care services are reported in table 3A.39.

Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified

Nationally, there were 42 464 workers delivering preschool programs in 2013. The proportion of these workers nationally delivering preschool programs who were at least three year university trained and early childhood qualified in 2013 was 41.2 per cent (figure 3.15).

Figure 3.15 Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified, 2013



^a Worker level data in the NECECC do not include a unique identifier and as a consequence they can only be reported as episodes of workers delivering preschool programs. These data should be used with caution as there is a high likelihood of worker duplication across and within source data files, due to the same worker delivering preschool programs at multiple service providers during the reference period.

^b Workers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related. Workers who have a non-early childhood related qualification are not included.

Source: ABS (unpublished TableBuilder) *Preschool Education, Australia, 2013*, Cat. no. 4240.0, Canberra; table 3A.40.

Data on workers who are four year university trained and early childhood qualified are presented in table 3A.39. Nationally, the proportion of workers delivering preschool programs who are four year university trained and early childhood qualified was 27.6 per cent.

NSW, Victoria, Queensland and SA provided data on the proportion of preschool staff undertaking training in 2013-14 (tables 3A.63, 3A.70, 3A.77 and 3A.91).

Standards

Under the NP NQAECEC, COAG has established a jointly governed NQF for ECEC, which replaced previous separate licensing and quality assurance processes (box 3.16).

Box 3.16 National Quality Framework

On 7 December 2009 COAG endorsed a *National Quality Framework for Early Childhood Education and Care* (NQF) (see also box 3.2). The NQF is a uniform national system jointly governed by the Australian Government and States and Territory governments.

The new framework aims to raise quality and enable continuous improvement in ECEC through a national applied law regulatory scheme that includes:

- a National Quality Standard (NQS)
- a new rating system to complement the NQS
- a streamlined regulatory system
- the Australian Children's Education and Care Quality Authority (ACECQA) — the new national body responsible for providing oversight of the new system and ensuring consistency of approach.

The NQF came into effect from 1 January 2012 and applies to long day care, family day care, and OSHC services and preschools, with the gradual introduction over subsequent years of improved ratios and qualifications. The NQS comprises guiding principles, quality areas, standards and elements. There are seven quality areas:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Partnerships with families and communities
- Leadership and service management.

The NQF creates a jointly governed uniform national approach to the regulation and quality assessment of education and care services. It replaces the previously separate State and Territory licensing and national quality assurance processes for those services under the NQF. ACECQA oversees the NQS and its application across jurisdictions to ensure that it is implemented in a nationally consistent way.

Source: COAG (2009a); Australian Government Department of Education (2013^a and unpublished).

Standards — service approvals and licensing

'Service approvals and licensing' is an indicator of governments' objective to ensure that ECEC services meet the minimum standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and developmental needs of children. State and Territory governments are responsible for service approvals of ECEC services under the NQF and for licensing those out of scope of the NQF in their jurisdictions (box 3.17).

Box 3.17 Service approvals and licensing

‘Service approvals and licensing’ is defined as complying with regulations covering operational requirements, such as the number of children services can care for, safety standards and the qualification of carers. It has been identified for development and reporting in future. Descriptive information is reported in the interim on State and Territory monitoring and inspection regimes for NQF approved and State and Territory government licensed or registered services. The profile section also includes descriptive information on the number and type of services approved and licensed by State and Territory governments.

This indicator does not provide information on the degree to which service approvals and licensing translates into higher quality service outcomes above the minimum standards of care. State and Territory governments also undertake other activities aimed at the promotion of quality, such as publishing curriculum materials and other resources, and providing education to the sector.

Data for this indicator are not available for the 2015 Report.

State and Territory governments monitor and inspect NQF approved and State and Territory government licensed or registered ECEC services. Table 3.11 provides an overview of the monitoring and inspection regimes that operate across jurisdictions.

There are broad commonalities in the monitoring and inspection regimes across jurisdictions. However, variability in the recording of breaches and the penalties applied for breaches affect the comparability of data across jurisdictions. This has hindered reporting of comparable data across jurisdictions for monitoring and inspection.

Table 3.11 State and Territory monitoring and inspection regimes, for NQF approved and State and Territory government licensed or registered ECEC services, 2013-14

<i>Monitoring activities</i>	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>Proactive monitoring^a</i>		✓	✓	✓	✓	✓	✓	✓	✓
Required frequency of inspections	Annual	Risk based	..	1-3 years depending on prior rating	na	Various based on the principle of earned autonomy	Yearly	Biannual	
Estimated share announced visits ^b	%	32	41	69	23	49	70	75	70
Estimated share unannounced inspections ^c	%	69	59	31	77	51	30	25	30
<i>Reactive monitoring^d</i>		✓	✓	✓	✓	✓	✓	✓	✓
Data on substantiated breaches arising from complaints ^e		✓	✓	✓	✓	✓	✓	✓	✓
<i>Sanctions for breaches^f</i>		✓	✓	✓	✓	✓	✓	✓	✓
Under-performing services incur follow-up or more frequent inspections		✓	✓	✓	✓	✓	✓	✓	✓
Prosecutions initiated against services during 2013-14 ^g	no.	2	–	–	7	na	–	–	–

^a Proactive monitoring refers to the ongoing program of visits/inspections to services that are determined by legislation and/or the monitoring policies in each jurisdiction. ^b Announced visits are scheduled with the service provider including but not limited to consultative and advisory meetings. Assessment and rating visits under the NQS are included. ^c Unannounced inspections of services are used to assess performance against licence conditions including, but not limited to, investigations of complaints. Unannounced inspections allow the operation of the service to be monitored under normal operational circumstances. ^d A reactive monitoring regime can be triggered by either a complaint or a service's failure to comply with legislative requirements. ^e See detailed data in attachment tables 3A.65, 3A.72, 3A.79, 3A.86, 3A.93, 3A.100, 3A.107 and 3A.114. ^f Jurisdictions can apply a range of actions to underperforming services, which can include administrative and/or statutory sanctions including prosecution. Not all sanctions are included. ^g Prosecutions refer to all prosecutions against services that are brought under the National Law or the relevant children's services Act in each jurisdiction. **na** Not available. – Nil or rounded to zero.

Source: State and Territory governments (unpublished).

Standards — achievement of the National Quality Standard

'Achievement of the National Quality Standard' is an indicator of governments' objective to ensure that ECEC services meet the standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and developmental needs of children (box 3.18).

Box 3.18 **Achievement of the National Quality Standard**

'Achievement of the National Quality Standard' is defined as the proportion overall and for each of the seven quality areas under the NQF, of NQF approved services with a rating of Meeting NQS or Exceeding NQS. There are two types of approved services under the NQF:

- Centre-based care service: an education and care service other than a family day care service. This includes most long day care, preschool and OSHC services that are delivered at a centre
- Family day care service: an education and care service delivered through the use of two or more educators to provide education and care for children in residences, whether or not the service also provides education and care to children at a place other than the residence.

The eight measures reported are:

- Quality Area 1 - Educational program and practice
- Quality Area 2 - Children's health and safety
- Quality Area 3 - Physical environment
- Quality Area 4 - Staffing arrangements
- Quality Area 5 - Relationships with children
- Quality Area 6 - Partnerships with families and communities
- Quality Area 7 - Leadership and service management
- Overall.

To determine a rating for each quality area within a service, firstly all 58 elements, located across the 18 standards, are assessed as being 'met or not met'. If all elements in a standard are met, the standard will be rated as Meeting NQS or Exceeding NQS. Each quality area is then rated by calculating the rating of all of the standards within that quality area. If all standards are met, the quality area will be rated as Meeting NQS. If at least two of the standards are rated Exceeding NQS and all other standards are met, the quality area will be rated Exceeding NQS. A large number of services have a rating of Working Towards NQS as the NQS sets a higher benchmark for all children's education and care services. Services are expected to work towards meeting the higher benchmark.

Services that receive an overall rating of Meeting NQS can be rated as Meeting NQS in all seven quality areas or have a mix of quality areas rated Meeting NQS and Exceeding NQS. Services receive an overall rating of Exceeding NQS if four or more quality areas are rated as Exceeding NQS, including two of the four following quality areas: Quality Area 1, Quality Area 5, Quality Area 6 and Quality Area 7 (ACECQA 2013). Services with an overall rating of Exceeding NQS can apply to ACECQA to be awarded an Excellent rating. Services with an overall rating of Excellent are included in data for services with an Exceeding NQS rating.

A high proportion of services overall with quality areas meeting or exceeding NQS suggests a high quality of service to children and parents. Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data as at 30 June 2014 are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Source: ACECQA (2013).

Data on the numbers and proportions of NQF approved services with a quality rating by service type are provided in table 3.12. Nationally, 40.3 per cent of services had received a quality rating at 30 June 2014. The majority of services with a quality rating were centre-based care services. State and Territory data are presented in table 3A.41.

Table 3.12 NQF approved services with a quality rating, by service type, Australia, 30 June 2014^{a, b}

	<i>Number of NQF approved services with a quality rating</i>	<i>Number of NQF approved services</i>	<i>Proportion of NQF approved services with a quality rating</i>
Centre-based care	5 598	13 633	41.1
Family day care	223	802	27.8
Total	5 821	14 435	40.3

^a Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Data for the number and proportion of NQF approved services with a quality rating are available at a national level only for centre-based care and family day care services. ^b Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

Source: ACECQA (2014) *NQF Snapshot Q2 2014*; table 3A.41.

Ratings by quality area

Nationally, the proportion of NQF approved services assessed from June 2012 to June 2014 with a rating level of meeting or exceeding the NQS varied by quality area:

- 71.4 per cent of services met or exceeded the NQS in Quality Area 1: Educational program and practice (47.8 per cent met, 23.6 per cent exceeded)
- 77.5 per cent of services met or exceeded the NQS in Quality Area 2: Children's health and safety (55.8 per cent met, 21.7 per cent exceeded)
- 75.7 per cent of services met or exceeded the NQS in Quality Area 3: Physical environment (52.3 per cent met, 23.4 per cent exceeded)
- 89.7 per cent of services met or exceeded the NQS in Quality Area 4: Staffing arrangements (61.0 per cent met, 28.7 per cent exceeded)
- 88.2 per cent of services met or exceeded the NQS in Quality Area 5: Relationships with children (50.7 per cent met, 37.5 per cent exceeded)
- 87.0 per cent of services met or exceeded the NQS in Quality Area 6: Partnerships with families and communities (53.8 per cent met, 33.3 per cent exceeded)

-
- 77.6 per cent of services met or exceeded the NQS in Quality Area 7: Leadership and service management (49.1 per cent met, 28.5 per cent exceeded) (table 3.13 and tables 3A.42–48).

Table 3.13 Proportion of NQF approved services with a quality rating, by quality rating level and quality area, 30 June 2014^{a, b, c, d}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
QA 1 Educational program and practice									
Meeting NQS	48.2	54.5	47.7	33.3	32.9	45.5	29.9	20.2	47.8
Exceeding NQS	17.8	29.5	28.5	20.2	37.1	11.4	15.0	12.3	23.6
Total Meeting or Exceeding NQS	66.0	84.0	76.2	53.6	70.0	56.8	44.9	32.5	71.4
QA 2 Children's health and safety									
Meeting NQS	55.0	69.5	42.4	41.0	59.9	38.6	49.7	23.7	55.8
Exceeding NQS	15.4	20.0	40.4	22.4	25.3	19.3	21.1	7.9	21.7
Total Meeting or Exceeding NQS	70.4	89.5	82.8	63.4	85.2	58.0	70.7	31.6	77.5
QA 3 Physical environment									
Meeting NQS	51.5	61.3	48.8	42.6	45.6	39.8	34.7	29.8	52.3
Exceeding NQS	17.9	28.4	29.8	16.4	31.2	15.9	16.3	17.5	23.4
Total Meeting or Exceeding NQS	69.4	89.6	78.7	59.0	76.8	55.7	51.0	47.4	75.7
QA 4 Staffing arrangements									
Meeting NQS	62.3	68.3	48.6	55.7	64.1	56.8	57.8	39.5	61.0
Exceeding NQS	23.8	26.2	44.7	29.5	30.0	27.3	33.3	19.3	28.7
Total Meeting or Exceeding NQS	86.2	94.5	93.3	85.2	94.1	84.1	91.2	58.8	89.7
QA 5 Relationships with children									
Meeting NQS	58.4	51.7	37.9	50.3	32.1	54.5	36.7	39.5	50.7
Exceeding NQS	27.9	42.7	49.7	34.4	59.1	22.7	37.4	27.2	37.5
Total Meeting or Exceeding NQS	86.3	94.4	87.7	84.7	91.1	77.3	74.1	66.7	88.2
QA 6 Partnerships with families and communities									
Meeting NQS	57.0	58.7	43.7	48.1	44.7	43.2	38.8	55.3	53.8
Exceeding NQS	27.5	37.5	41.8	27.9	40.5	31.8	23.8	23.7	33.3
Total Meeting or Exceeding NQS	84.6	96.2	85.4	76.0	85.2	75.0	62.6	78.9	87.0
QA 7 Leadership and service management									
Meeting NQS	50.3	57.3	39.1	43.2	43.9	29.5	44.2	30.7	49.1
Exceeding NQS	20.9	29.7	43.8	29.5	36.7	29.5	29.9	14.0	28.5
Total Meeting or Exceeding NQS	71.2	87.0	82.9	72.7	80.6	59.1	74.1	44.7	77.6

^a Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services ^b Services with more than one quality rating are reported by their most recent quality rating. ^c Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date. Caution should also be taken when making comparisons between jurisdictions. ^d Regulatory authorities received differential levels of funding to support implementation of the new assessment and rating function. Assessment and rating is one component of the NQF and jurisdictions must also address complex licensing and/or compliance matters. The time invested by authorised officers in compliance to maximise the safety, health and wellbeing of children has an impact on the number of services that have received a quality rating.

Source: ACECQA (2014 and unpublished) *NQF Snapshot Q2 2014*; tables 3A.42–48.

Overall quality rating for services

Data on NQF approved services with a quality rating by overall quality rating level and service type are provided in table 3.14. Services that receive an overall rating of Meeting NQS can be rated as Meeting NQS in all seven quality areas or have a mix of quality areas rated Meeting NQS and Exceeding NQS. Services receive an overall rating of Exceeding NQS if four or more quality areas are rated as Exceeding NQS, including two of the four following quality areas: Quality Area 1, Quality Area 5, Quality Area 6 and Quality Area 7 (ACECQA 2013). Nationally, centre-based and family day care services are more likely to be rated as Working Towards NQS (37.5 per cent and 41.2 per cent respectively) than the other quality rating levels. State and Territory data are presented in table 3A.41.

National data on NQF approved services with a quality rating by overall quality rating level and service type are provided in table 3.14.

Table 3.14 Approved services with a quality rating, by quality rating level and service type, Australia, 30 June 2014^{a, b, c, d}

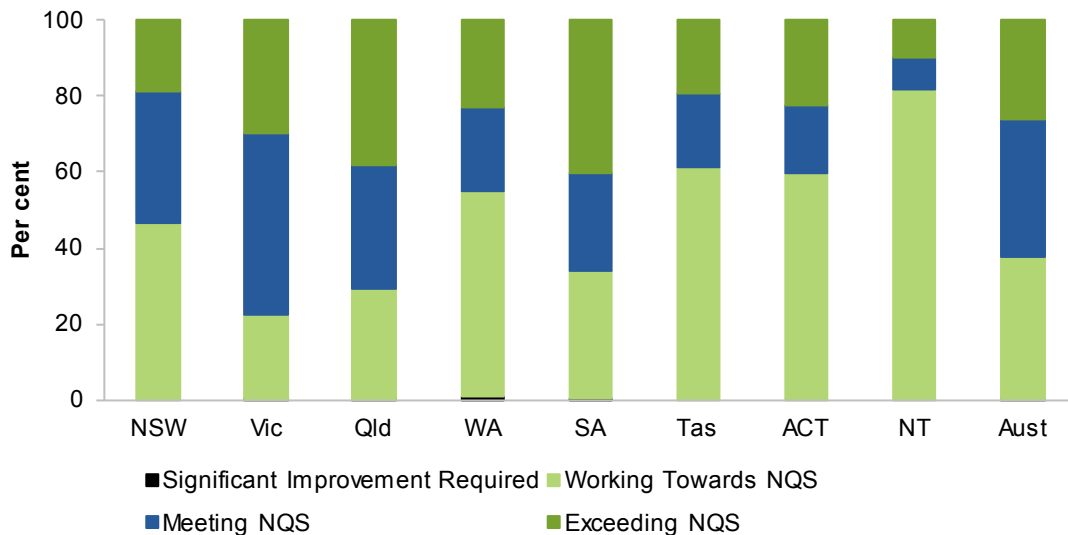
	Significant Improvement required		Working Towards NQS		Meeting NQS		Exceeding NQS		Total no.
	no.	%	no.	%	no.	%	no.	%	
Centre-based care	5	0.1	2 098	37.5	2 023	36.1	1 472	26.3	5 598
Family day care	1	0.4	92	41.2	72	32.3	58	26.0	223
Total	6	0.1	2 190	37.6	2 095	36.0	1 530	26.3	5 821

^a Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Data are available at a national level only for centre-based care and family day care. ^b Services with more than one quality rating are reported according to their most recent quality rating. ^c Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date. ^d Exceeding NQS includes services awarded an Excellent rating by ACECQA. There were 14 services nationally at 30 June 2014 with an Excellent rating.

Source: ACECQA (2014) *NQF Snapshot Q2 2014*; table 3A.41.

Nationally, 62.3 per cent of services that have received a quality rating met or exceeded the NQS overall (36.0 per cent met, 26.3 per cent exceeded). These proportions varied by jurisdiction (figure 3.16).

Figure 3.16 Proportion of NQF approved services with a quality rating, by overall quality rating level, 30 June 2014^{a, b, c, d, e, f, g}



^a Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. ^b The percentages for Significant Improvement Required are zero for NSW, Tasmania, the ACT and the NT, 0.1 per cent for Victoria, Queensland and Australia, 0.4 per cent for SA and 1.1 per cent for WA. ^c Exceeding NQS includes services awarded an Excellent rating by ACECQA. There were 14 services nationally at 30 June 2014 with an Excellent rating. ^d Services with more than one quality rating are reported by their most recent quality rating. ^e Services that receive an overall rating of Meeting NQS can be rated as Meeting NQS in all seven quality areas or have a mix of quality areas rated Meeting NQS and Exceeding NQS. Services receive an overall rating of Exceeding NQS if four or more quality areas are rated as Exceeding NQS, including two of the four following quality areas: Quality Area 1, Quality Area 5, Quality Area 6 and Quality Area 7 (ACECQA 2013). ^f Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date. Caution should also be taken when making comparisons between jurisdictions. ^g Regulatory authorities received differential levels of funding to support implementation of the new assessment and rating function. Assessment and rating is one component of the NQF and jurisdictions must also address complex licensing and/or compliance matters. The time invested by authorised officers in compliance to maximise the safety, health and wellbeing of children has an impact on the number of services that have received a quality rating.

Source: ACECQA (2014) *NQF Snapshot Q2 2014*; table 3A.41.

Standards — substantiated breaches arising from complaints

‘Substantiated breaches arising from complaints’ is an indicator of governments’ objective to ensure that government funded or provided ECEC services meet the needs and expectations of users (box 3.19).

Box 3.19 **Substantiated breaches arising from complaints**

‘Substantiated breaches arising from complaints’ is defined as the number of substantiated breaches arising from complaints divided by the total number of NQF approved and State and Territory government licensed or registered services. Results are presented by service type.

All else being equal, a low or decreasing rate of substantiated breaches arising from complaints can suggest a higher quality service. A high or increasing rate of substantiated breaches does not necessarily mean that a jurisdiction has lower service safety and quality, it might mean it has a more effective reporting and monitoring regime.

Breaches data need to be interpreted with care, because:

- one complaint can include multiple breaches. Breaches identified as a result of normal monitoring and inspection visits are excluded from these data
- clients who are well informed can be more likely to make a complaint than less informed clients. Some jurisdictions give priority to developing client groups who are well informed, as part of improving their service delivery
- the number of approved care providers or parent users per service differs in each service across states and territories
- complaints management systems vary across jurisdictions.

Data reported for this indicator are:

- comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions
- incomplete for the current reporting period. All required 2013-14 data were not available for Queensland.

Data quality information for this indicator is under development.

Breaches of legislation, regulations or conditions vary in circumstance and severity. Some breaches can have serious implications for the quality of care provided to children (such as requirements to undertake criminal record checks for staff and requirements to install smoke detectors). Other breaches do not necessarily directly affect the quality of care (such as requirements to display licensing information). Similarly, action taken by regulatory authorities in response to a breach can range from a requirement to comply within a specified time frame through to licensing action or prosecution.

Most jurisdictions provided data on the number of substantiated breaches arising from complaints in 2013-14 (tables 3A.65, 3A.72, 3A.79, 3A.86, 3A.93, 3A.100, 3A.107 and 3A.114). The proportion of substantiated breaches arising from complaints against which action was taken is also presented.

Health and safety — hospital separations for external causes of injury

‘Hospital separations for external causes of injury’ (occurring in ECEC) is a proxy indicator of governments’ objective to ensure that ECEC services meet the care,

educational and developmental needs of children in a safe and nurturing environment (box 3.20).

Box 3.20 Hospital separations for external causes of injury

'Hospital separations for external causes of injury' is defined as the number of hospital separations for children aged 0–4 years resulting from an external cause of injury occurring in 'school' as a proportion of total hospital separations for children aged 0–4 years resulting from an external cause of injury. For children aged 0–4 years, 'school' incorporates a range of formal ECEC settings including kindergarten, preschool and centre-based child care services.

Low or decreasing hospitalisations for external causes of injury for children aged 0–4 years occurring in a 'school' can indicate better performance towards achieving the objective of providing the care, educational and developmental needs of children in a safe and nurturing environment.

All hospital separation data need to be interpreted with care. Nationally, no place of occurrence was reported for some hospitalisations of children aged 0–4 years. As a result, this indicator should be interpreted as the minimum number of hospital separations for an external cause of injury that occurred in ECEC services.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2012-13 data are available for all jurisdictions.

Data quality information for this indicator is under development.

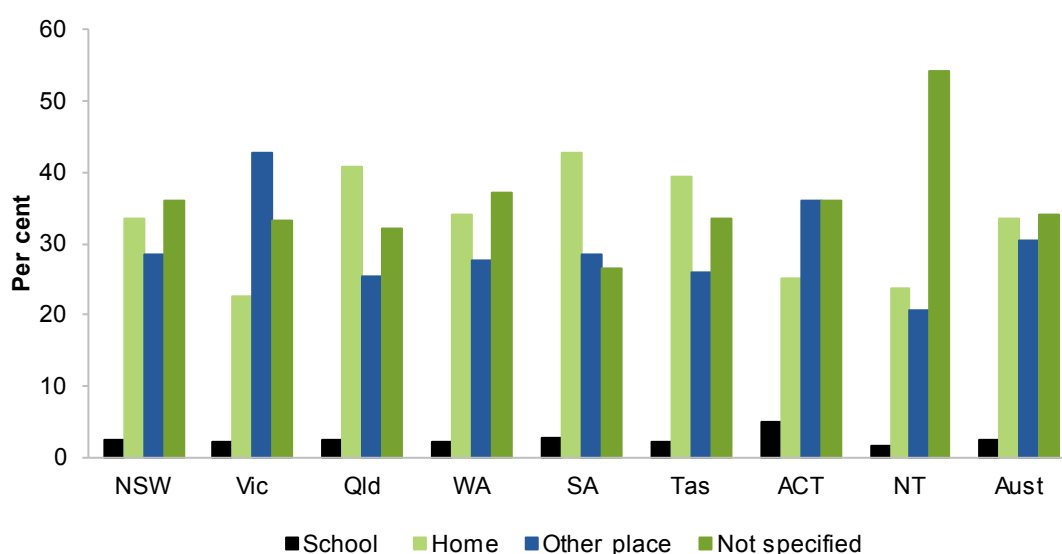
Limiting the data to children aged 0–4 years reduces the likelihood that the 'school' place of occurrence includes children in full time compulsory schooling, which children generally attend when they are aged 5 years or over. For children in the older age group, it is not possible to separate injuries that occur in ECEC from those that occur in a full time school setting, so they are excluded from the indicator.

The data can capture children who were injured at these 'school' services without necessarily attending them. Family day care services, which are typically provided in the carer's home, are not likely to be covered under 'schools'. External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre-existing illness or condition (such as asthma) are excluded.

Nationally, in 2012-13, there were 35 151 injuries to children aged 0–4 years that resulted in a hospital admission (table 3A.49). Males accounted for approximately 58.6 per cent of these admissions. In total, the most common causes of injury to children aged 0–4 years were falls (29.9 per cent), complications of medical and surgical care (27.6 per cent) and exposure to mechanical forces (21.1 per cent) (Australian Institute of Health and Welfare [AIHW] unpublished). Males and females generally experienced similar causes of injury.

Nationally, in 2012-13, 33.6 per cent of injuries requiring hospitalisation occurred in the child’s home. This reflects that children in this age group spend the majority of their time in the home and about half do not attend formal care. Across jurisdictions, on average 2.4 per cent of injuries were reported as occurring at a ‘school’ (which includes day nursery, centre-based child care, and public or private kindergartens and preschools) (figure 3.17).

Figure 3.17 Hospital separations for external causes of injury for children aged 0–4 years, proportion by place of occurrence, 2012-13^{a, b, c, d}



^a External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre-existing illness or condition, such as asthma, are excluded. ^b A hospital separation is an episode of care for a person admitted to a hospital. ^c Separations without an external cause and those for which care type was reported as newborn with no qualified days, and records for hospital boarders or posthumous organ procurement are excluded. ^d Due to the high levels of non-reporting for place of occurrence, all hospital separations data need to be interpreted with care. ^e The definition of school will include a range of different formal early childhood education and care (ECEC) services’ settings including kindergarten, preschool and child care services.

Source: AIHW (unpublished) *Australian Hospital Statistics 2012-13*; table 3A.49.

Efficiency

Differences in reported efficiency results across jurisdictions can reflect differences in counting and reporting rules for financial data and in reported expenditure (which are partly due to different treatments of various expenditure items). Information on the comparability of expenditure is shown in table 3A.7.

Inputs per output unit — total government recurrent expenditure on ECEC per child in the community

‘Total government recurrent expenditure on ECEC per child in the community’ is an indicator of governments’ objective to maximise the availability and quality of services through the efficient use of public resources (box 3.21).

Box 3.21 Total government recurrent expenditure on ECEC per child in the community

‘Total government recurrent expenditure on ECEC per child in the community’ is defined as Australian Government recurrent expenditure and State and Territory government recurrent expenditure on ECEC per child aged 0–12 years in the community.

All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.

All Australian Government recurrent expenditure reported for this indicator is provided for child care services, whereas State and Territory government recurrent expenditure covers both child care and preschool services. Expenditure data per child are reported separately for the Australian Government and each State and Territory government, as well as total expenditure per child.

Government expenditure includes recurrent expenditure on child care and preschool services. Unit cost data for ECEC do not yet contain an estimate of user cost of capital.

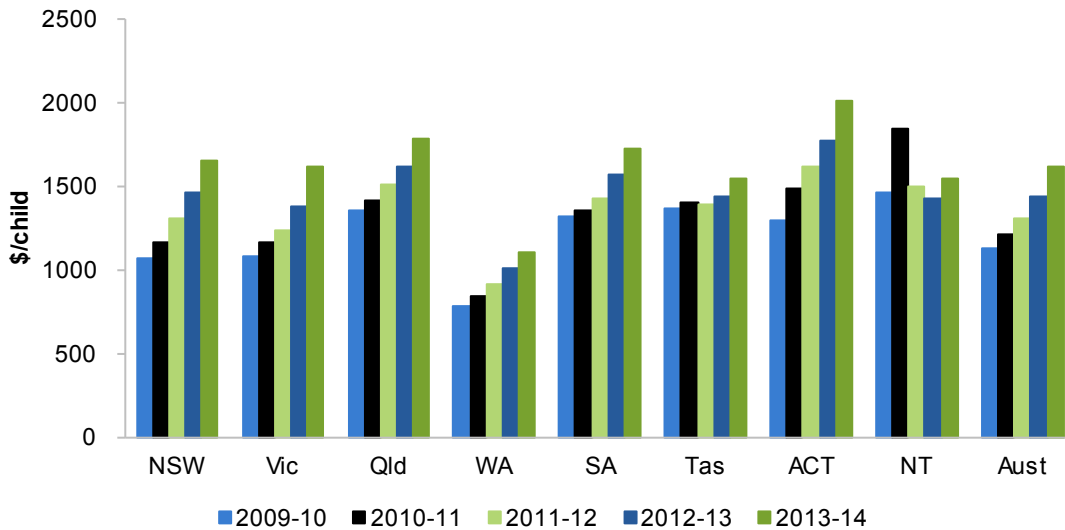
Data reported for this indicator are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions
- complete (subject to caveats) for the current reporting period. All required 2013-14 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Nationally, the average annual growth rate of Australian Government real recurrent expenditure was 9.3 per cent between 2009-10 and 2013-14 (figure 3.18).

Figure 3.18 Australian Government real recurrent expenditure on child care services per child aged 0–12 years in the community (2013-14 dollars)^{a, b, c, d, e}



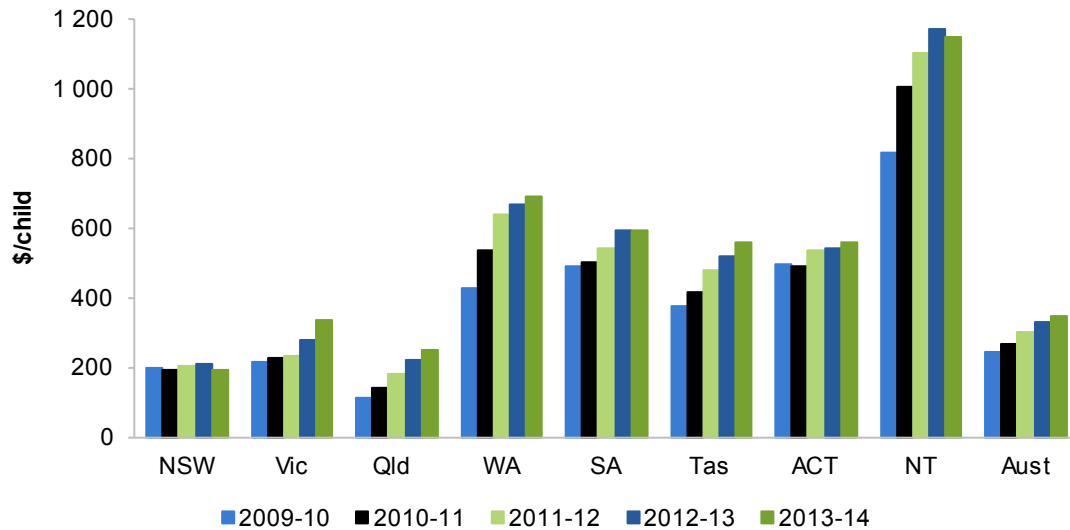
^a Includes recurrent expenditure on child care services. Due to machinery of Government changes, 2013-14 recurrent expenditure only includes 9.5 months of Department of Education expenses. Departmental expenses are a small component of recurrent expenditure. ^b Estimated resident population as at 31 December in each year, based on the *2011 Census of Population and Housing*. The Australian total includes children in other territories. ^c Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See chapter 2 (section 2.5-6) for details. ^d The Australian total includes a component of expenditure that cannot be disaggregated by State and Territory. ^e Expenditure includes payment of Child Care Tax Rebate.

Source: Australian Government Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.50.

Additional time series data from 2004-05 are presented for Australian Government real recurrent expenditure on child care services per child in table 3A.50.

Data were supplied by all State and Territory governments on their expenditure for both child care and preschool services. Differing collection methods and changes to policies make it difficult to compare expenditure across jurisdictions and over time. Nationally in 2013-14, State and Territory government recurrent expenditure was \$348 per child (figure 3.19), increasing from \$246 in 2009-10.

Figure 3.19 **State and Territory government real recurrent expenditure on ECEC per child aged 0–12 years in the community (2013-14 dollars)^{a, b, c}**



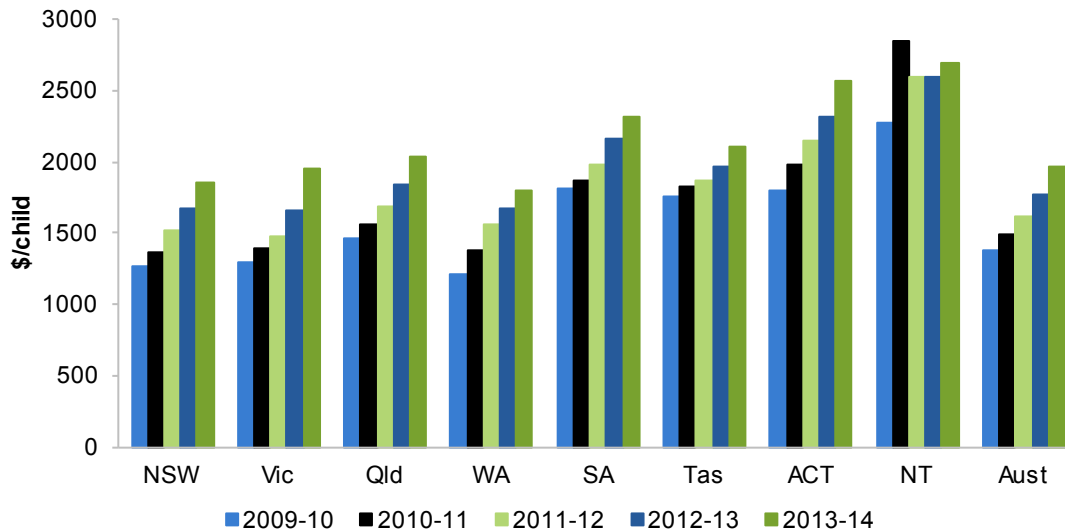
^a Includes State and Territory recurrent expenditure on child care and preschool services. ^b Estimated resident population as at 31 December in each year, based on the *2011 Census of Population and Housing*. ^c Time series financial data are adjusted to 2013-14 dollars using the GGFCE chain price deflator (2013-14 = 100) (table 2A.51). See chapter 2 (section 2.5-6) for details.

Source: State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.51.

Additional time series data from 2004-05 are presented for State and Territory government real expenditure on ECEC in table 3A.51.

Figure 3.20 shows the combined recurrent expenditure from both the Australian Government and the State and Territory governments per child in the community aged 0–12 years over the period 2009-10 to 2013-14. Nationally, the combined recurrent expenditure was \$1969 in 2013-14, an increase of \$585 since 2009-10.

Figure 3.20 **Total government real recurrent expenditure on ECEC per child aged 0–12 years in the community (2013-14 dollars)^{a, b, c, d}**



^a Includes recurrent expenditure on child care and preschool services from both Australian Government (for child care services only) and State and Territory governments (for child care services and preschool services). ^b See notes to figures 3.18 and 3.19 for further detail on the Australian Government's and State and Territory governments' recurrent expenditure data. ^c Estimated resident population as at 31 December in each year, based on the *2011 Census of Population and Housing*. ^d Time series financial data are adjusted to 2013-14 dollars using the GGFCE chain price deflator (2013-14 = 100) (table 2A.51). See chapter 2 (section 2.5-6) for details.

Source: Australian Government Department of Education (unpublished); State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.50 and 3A.51.

Inputs per output unit — Australian Government recurrent expenditure per child attending CCB approved child care

'Australian Government recurrent expenditure per child attending CCB approved child care' is an indicator of governments' objective to maximise the availability and quality of services through the efficient use of taxpayer resources (box 3.22).

Box 3.22 Australian Government recurrent expenditure per child attending CCB approved child care

'Australian Government recurrent expenditure per child attending CCB approved child care' is defined as Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government CCB approved child care services.

All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower recurrent expenditure per child can indicate greater efficiency of government expenditure.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Figure 3.21 shows Australian Government recurrent expenditure on each child aged 0–12 years attending Australian Government CCB approved child care services. Nationally in 2013-14, Australian Government recurrent expenditure per child attending CCB approved child care services was \$5589.

Figure 3.21 **Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government CCB approved child care services, 2013-14^{a, b, c}**



^a Includes recurrent expenditure for some children aged over 12 years, including Aboriginal and Torres Strait Islander children and children with special needs. ^b Children can use more than one type of care. Children are counted once for each type of care they use. ^c Attendance data relate to March quarter 2014.
 Source: Australian Government Department of Education (unpublished); table 3A.52.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

Family work-related needs for child care

‘Family work-related needs for child care’ is an indicator of governments’ objective for child care to provide support for families in caring for their children, to allow the needs of the family to be met (box 3.23).

Box 3.23 **Family work-related needs for child care**

'Family work-related needs for child care' is defined as the proportion of children aged 0–12 years in families for whom additional formal child care was currently required for work-related reasons.

Additional care currently required refers to children who were already attending formal child care and parents wished for them to attend more, as well as children who did not attend any formal child care and parents wished for them to attend.

A low or decreasing proportion may indicate more families' work-related needs for additional formal child care, are being met. Caution should be used when interpreting these data as they are not intended to represent the 'unmet demand' for formal child care.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions
- complete (subject to caveats) for the current reporting period. All required 2011 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Data for this indicator were obtained from the ABS *2011 Childhood Education and Care Survey* (CEaCS). Box 3.24 includes further information about the 2011 CEaCS.

Box 3.24 **ABS Childhood Education and Care Survey**

The *Childhood Education and Care Survey* (CEaCS) was conducted for the first time in June 2008, integrating the ABS Child Care Survey (last conducted in 2005) with a new topic on Early Years Learning, and was conducted again in 2011. In 2011, the CEaCS collected information on children aged 0–12 years living in a sample of private dwellings.

The CEaCS collected a range of information, including on families' usual care arrangements, requirements for additional formal child care or preschool services for their children and whether the families would have used additional formal child care or preschool services if they became available.

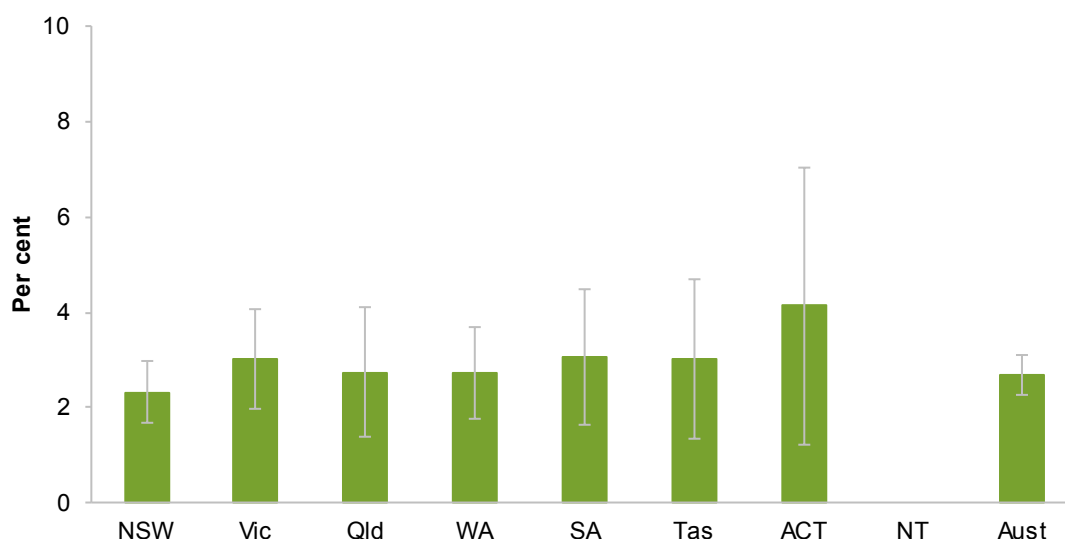
Estimates from the surveys are subject to sampling variability. Estimates for the smaller jurisdictions are based on small sample sizes and are subject to higher sampling error, in particular data for Tasmania, the ACT and the NT. Aggregated survey data also need to be interpreted with care, because oversupply and undersupply of child care places can be specific to particular areas, including small and remote communities.

In addition, the CEaCS is a household survey, with parents responding to questions on use of services. Some children attend a preschool program within a child care setting, for example in a long day care service, where the costs would generally be higher than in a stand-alone preschool. It is expected that the parent would report the service type as a long day care centre, rather than preschool, but the parent might report the service type as preschool.

Source: ABS (2012).

Nationally in 2011, additional formal child care was currently required for mainly work-related reasons for 2.7 per cent of children aged 0–12 years (figure 3.22).

Figure 3.22 Proportion of children aged 0–12 years for whom additional formal child care was currently required for mainly work-related reasons, 2011^{a, b, c, d}



^a Data for the NT are not published due to small numbers, but are included in the Australian total. ^b As data for this indicator are from a survey, the 2011 CEaCS, they are subject to error. Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c Current requirements for additional formal child care includes: children attending formal child care and parents wished for them to attend more and children who do not currently use formal child care and parents wished for them to attend. These data are not intended for use as a measure of 'unmet demand'. ^d The main reason for currently requiring additional formal child care was work related. Work-related reasons include 'work', 'looking for work' and 'work-related study or training'.

Source: ABS (unpublished TableBuilder) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0; table 3A.53.

Demand for ECEC

'Demand for ECEC' is an indicator of governments' objective to ensure that ECEC services meet the requirements of all Australian families (box 3.25).

Box 3.25 Demand for ECEC

'Demand for ECEC' is defined as the proportion of children aged 0–12 years for whom additional formal child care or preschool services were currently required.

Additional care currently required refers to children who were already attending formal child care and parents wished for them to attend more, as well as children who did not attend any formal child care and parents wished for them to attend.

Caution should be used when interpreting these data as they are not intended to represent the 'unmet demand' for formal child care or preschool services. Expressed need for additional formal child care or preschool services currently does not necessarily indicate whether the current additional need has been met or will be met. An increasing proportion of children with expressed need for additional ECEC may suggest that additional service availability will be required in the future.

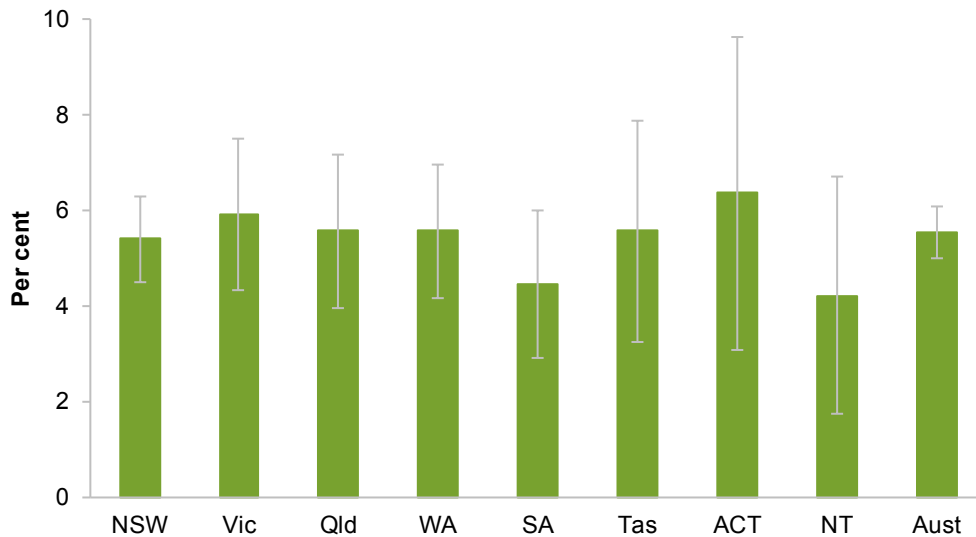
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2011 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Nationally in 2011, additional formal child care or preschool services were currently required for 5.5 per cent of children aged 0–12 years (figure 3.23). In 2011, additional formal child care services were required for approximately 149 400 children aged 0–12 years, and additional preschool services were required for 67 000 children (table 3A.54). This table also provides data on additional formal child care or preschool services currently required for 0–5 year olds.

Figure 3.23 **Proportion of children aged 0–12 years who currently required additional formal child care or preschool, 2011^{a, b, c, d}**



^a As data for this indicator are from a survey, the 2011 CEaCS, they are subject to error. Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for this indicator are not intended for use as a measure of unmet demand (box 3.24). ^c Includes current requirements for additional formal child care or preschool for: children attending formal child care or preschools and parents wished for them to attend more; and children who did not attend formal child care or preschool and parents wished for them to attend. ^d The 2011 CEaCS excluded people living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.

Source: ABS (unpublished TableBuilder) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0; table 3A.54.

Data reporting the main reason for currently needing additional formal child care or preschool in 2011 are included in table 3A.55. This table also provides information on the main reason why families did not apply for the additional care required or did not use the additional care after applying.

Out-of-pocket costs of child care

‘Out-of-pocket costs of child care’ is an indicator of governments’ objective that all Australian families have equitable access to ECEC irrespective of their financial circumstances (box 3.26).

Box 3.26 **Out-of-pocket costs of child care**

'Out-of-pocket costs of child care' is defined as the proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies, for families with a 60:40 income split and gross annual income of \$35 000, \$55 000, \$75 000, \$95 000, \$115 000, \$135 000 and \$150 000. Families are assumed to have either one or two children who attend full time care (equal to 50 hours per child per week) in centre-based long day care and family day care.

Lower out-of-pocket cost for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome.

Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs and localised costs of living) can influence child care costs.

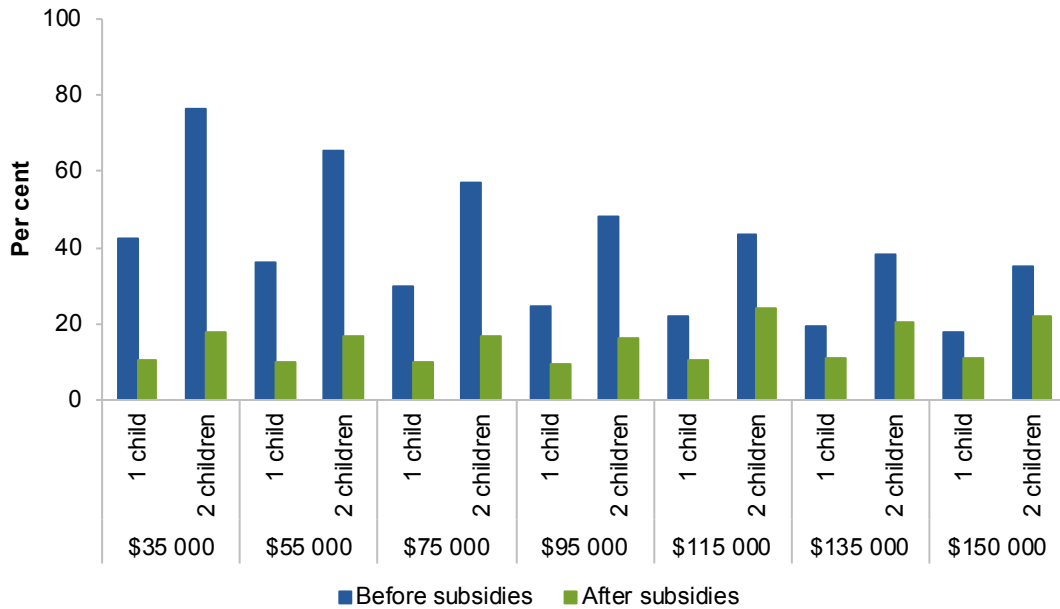
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2014 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Nationally, out-of-pocket costs of full time long day care as a proportion of weekly family income after subsidies in 2014 showed less variation across income bands than before subsidies were taken into account (figure 3.24).

Figure 3.24 Out-of-pocket costs of child care for families with children in full time long day care, as a proportion of weekly disposable income, by gross annual family income, 2014^a

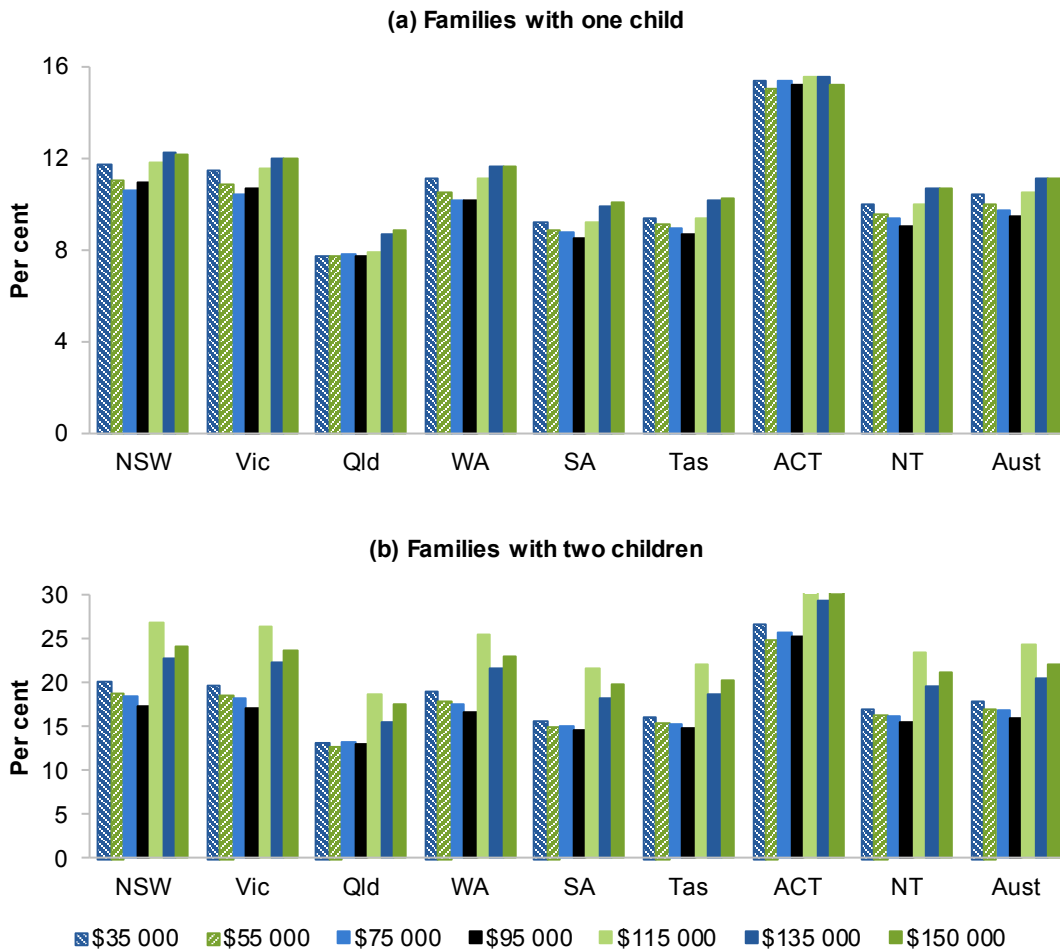


^a Data relate to the March quarter 2014.

Source: Australian Government Department of Education (unpublished); table 3A.56.

Nationally, for long day care, the out-of-pocket costs (after subsidies) for families with one child were between 9.5 per cent and 11.1 per cent of weekly disposable income, and between 15.9 per cent and 24.3 per cent of weekly disposable income for families with two children (figure 3.25).

Figure 3.25 **Out-of-pocket costs for long day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2014^a**

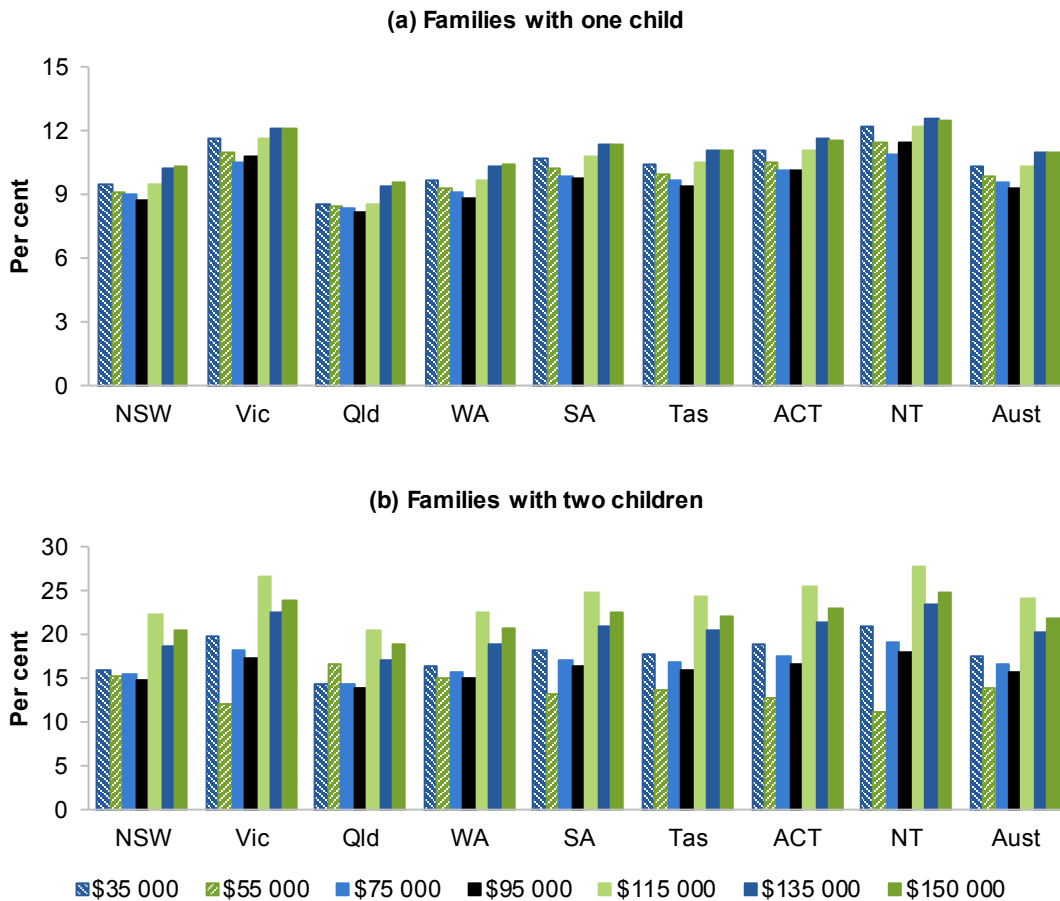


^a Data relate to the March quarter 2014.

Source: Australian Government Department of Education (unpublished); table 3A.56.

Nationally, for family day care, the out-of-pocket costs (after subsidies) for families with one child were between 9.3 per cent and 11.0 per cent of weekly disposable income, and between 14.0 per cent and 24.0 per cent of weekly disposable income for families with two children (figure 3.26).

Figure 3.26 **Out-of-pocket costs for family day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, by gross annual family income, 2014^a**



^a Data relate to the March quarter 2014.

Source: Australian Government Department of Education (unpublished); table 3A.57.

ECEC outcomes

‘ECEC outcomes’ is an indicator of governments’ objective to provide ECEC that meets the care, educational and developmental needs of children, in a safe and nurturing environment (box 3.27).

Box 3.27 ECEC outcomes

'ECEC outcomes' is defined as the proportion of children who have had ECEC experience that are developmentally vulnerable on one or more domains of the Australian Early Development Census (AEDC).

Developmental vulnerability is an outcome reported by the AEDC. Children classified as developmentally vulnerable score below the 10th percentile (in the lowest 10 per cent) of the national AEDC population for an AEDC domain. These domains are: language and cognitive skills; physical health and well-being; social competence; emotional maturity and communication skills and general knowledge. ECEC experience refers to any formal child care or preschool/kindergarten.

A low proportion of children reported as developmentally vulnerable who received ECEC is desirable. In particular, a lower proportion of children reported as developmentally vulnerable who received some ECEC compared to children who did not receive any ECEC may indicate more positive development outcomes for children who receive some ECEC.

ECEC experience is just one factor contributing to AEDC results. A range of other factors also have an impact on development outcomes including parental and family circumstances and the take-up of services such as health, allied health and parenting support. Also, the quality of data reported for whether a child attended an ECEC service is dependent on the teacher's knowledge of the child's previous experience. The data do not account for the extent to which children received ECEC (i.e. how many hours per week) or over how many years it was provided.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2012 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Data for the development outcomes indicator were drawn from the AEDC 2012. Box 3.28 contains information on the AEDC.

Box 3.28 Australian Early Development Census

The Australian Early Development Census (AEDC) is a population based measure of how children have developed by the time they start school across five areas of early childhood development: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills; and communication skills and general knowledge. Until 1 July 2014 the AEDC was known as the Australian Early Development Index (AEDI).

The AEDC results provide a snapshot of how children in the local area have developed by the time they start school. They can help governments and communities understand what is working well and what needs to be improved or developed to better support children and their families. Together with other socio demographic and community information, the AEDC results are a powerful tool for influencing planning and policy around early childhood development.

The AEDC has been endorsed by COAG as a national progress measure of early childhood development and all Australian governments have agreed to use the AEDC results to inform early development policy and investments.

The Australian Government and State and Territory governments are working in partnership with The Royal Children's Hospital Centre for Community Child Health in Melbourne, the Murdoch Children's Research Institute and the Telethon Institute for Child Health Research in Perth, to deliver the AEDC. The Social Research Centre managed the 2012 data collection. In 2011, the Australian Government made a commitment to collect these data every three years, representing an investment of \$28 million per collection cycle.

The first national collection of the AEDC took place between May and July 2009, with data collected on 97.5 per cent of the estimated five year old population (261 203 children) in their first year of full time school. The 2012 data collection took place from 1 May 2012 to 31 July 2012. Data were collected on 289 973 children, covering almost 7500 schools and almost 16 500 teachers. AEDC 2012 results represent 96.5 per cent of Australian children enrolled to begin school in 2012.

The 2012 results showed that the majority of children were doing well against each of the five developmental domains. However, 22.0 per cent of children were developmentally vulnerable on one or more domains in 2012, compared with 23.6 per cent in 2009. Nationally, 10.8 per cent of children were developmentally vulnerable on two or more domains in 2012, compared with 11.8 per cent in 2009.

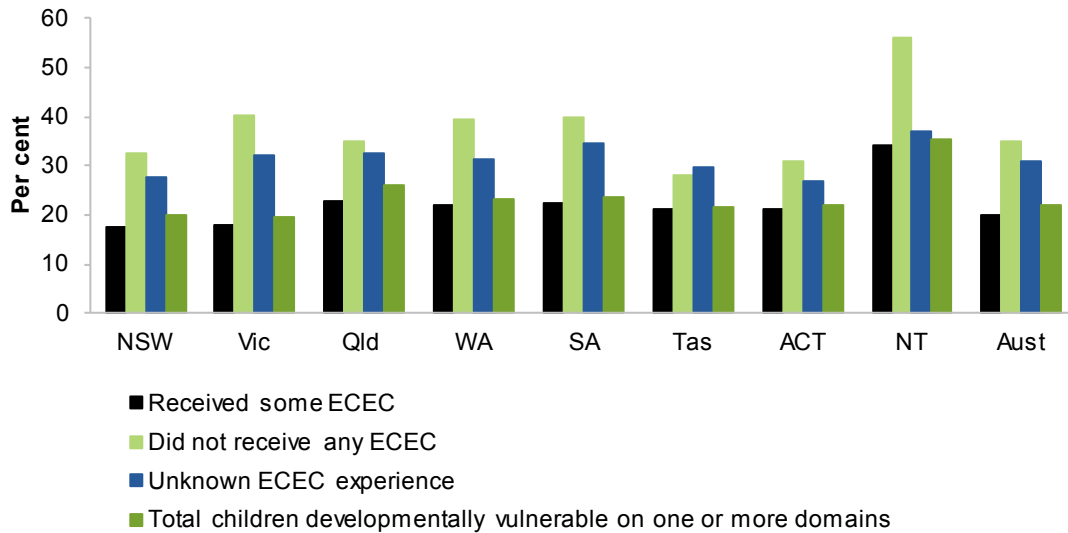
The Child care, education and training sector overview in this Report includes AEDC data on the proportion of children on track in at least four domains as they entered school in 2012.

Additional information on the AEDC, including access to the 2012 National Report, 2012 Summary Report, community maps and community profiles, are available on the AEDC website www.aedc.gov.au

Source: Australian Government Department of Education (2013b and unpublished).

Nationally in 2012, 19.8 per cent of children who received some ECEC were developmentally vulnerable on one or more domains of the AEDC. In comparison, 35.1 per cent of children who did not receive any ECEC were developmentally vulnerable on one or more domains of the AEDC (figure 3.27).

Figure 3.27 **Proportion of children developmentally vulnerable on one or more domains of the AEDC by ECEC experience, 2012^a**



^a Received some ECEC includes any formal child care or preschool/kindergarten.

Source: Australian Government Department of Education (unpublished) *Australian Early Development Census 2012*; table 3A.58.

Further measures may be developed in the future using data from the Longitudinal Study of Australian Children (LSAC) (box 3.29).

Box 3.29 Longitudinal Study of Australian Children

The Longitudinal Study of Australian Children (LSAC) is a longitudinal study on a discrete cohort of children that aims to examine the impact of Australia's unique social, economic and cultural environment on children growing up in Australia today (AIFS 2005a).

The LSAC was initiated and is funded by the Department of Social Services, with the Australian Institute of Family Studies (AIFS) having responsibility for the design and management of the study.

The sampling unit for the LSAC is the child. During 2004, the study recruited a sample of 5107 infants (children aged 0–1 year at the time) and 4983 children (children aged 4–5 years at the time) (see AIFS 2005a for more details).

LSAC and outcomes for children

The LSAC Outcome Index, attached to each infant and child in the study, is a composite measure that indicates how children are developing across physical, social/emotional and learning domains of competence. It provides a means of summarising the development of children across multiple domains and, wherever possible, incorporates both positive and negative outcomes (see AIFS 2005b for more details).

The LSAC Outcome Index is currently being investigated as a possible measure of the developmental outcomes of infants/children in child care and preschool, compared with those infants/children who are not in child care or preschool.

Cost-effectiveness

'Cost-effectiveness' is an indicator of ECEC being provided in an effective and efficient manner (box 3.30).

Box 3.30 Cost effectiveness

'Cost effectiveness' is an indicator of governments' objective to provide ECEC in an effective and efficient manner.

This indicator has been identified for development and reporting in future. Data are not available for the 2015 Report.

3.4 Future directions in performance reporting

The Steering Committee is committed to improving the comparability, completeness and overall quality of reported data for all indicators included within the performance indicator framework.

Improving reporting of existing indicators

Further work is planned to improve the consistency and comparability of performance information across jurisdictions. Possible improvements in data quality may occur from future developments in the NECECC and an increasing proportion of approved services assessed and rated against the NQS.

Future indicator development

The Steering Committee will continue to improve the appropriateness and completeness of the performance indicator framework. Future work on indicators will focus on:

- reporting on child care and preschool service availability
- developing indicators to measure the extent to which ECEC services meet children's needs
- developing a cost effectiveness indicator.

Potential sources of information

Data developments in future reports may be influenced by:

- developments under the *National Information Agreement on Early Childhood Education and Care* (NIA ECEC) that commenced on 6 November 2009. The Agreement provides a framework for cooperation between the Australian, State and Territory governments and information agencies to develop the information base required for the COAG early childhood reform agenda. The Agreement is an important step in national efforts to improve the quality and reliability of ECEC data
- developments under the COAG agreed NP NQAECEC
- development of ongoing national data collections, including the LSAC (box 3.29).

3.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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The Australian Government is committed to improving access to quality services, providing almost \$31 billion over the four years to 2017-18 for child care and early learning. Major initiatives include:

- \$13.6 billion in Child Care Benefit and \$14.9 billion in Child Care Rebate to help more than 900 000 Australian families annually with the cost of child care
- establishing a Productivity Commission inquiry into how the child care and early learning system can be made more flexible, affordable and accessible – a draft report was released in July 2014 for public comment and the final report was provided to the Government on 30 October 2014
- providing in excess of \$200 million to assist more than 5000 eligible services with the cost of up skilling their educators through the Long Day Care Professional Development Programme
- providing \$9.8 million for the Early Learning Languages Australia (ELLA) trial, to test the effectiveness of providing preschool children with early exposure to a language other than English through online learning programmes
- the restoration of the \$12.6 million National Occasional Care Programme as part of the Government’s election commitment under its “Policy for Better Child Care and Early Learning” framework
- providing \$406 million to extend the *National Partnership Agreement on Universal Access to Early Childhood Education* for a further 12 months to provide certainty for parents and preschools for the 2015 calendar year
- undertaking a review of the National Quality Framework in consultation with all states and territories to ensure the goal of improving quality in child care and early learning services is efficient and effective – with a Consultation Regulation Impact Statement released for comment on 7 November 2014
- completing the review into the Budget Based Funded Programme and implementing changes to further embed quality improvement in Budget Based Funded services
- launching the new Australian Early Development Census (formerly known as the Australian Early Development Index) website (www.aedc.gov.au) and committing to a third national collection in 2015, following national collections in 2009 and 2012
- continuing the expansion of the Home Interaction Programme for Parents and Youngsters (HIPPY) to a total of 100 locations
- establishing a Child Care Compliance Taskforce to monitor and respond to non-compliant services and deter inappropriate activities.

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New South Wales Government comments

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The NSW Government recognises that early learning begins at birth and that the early years of a child's life are crucial to a child's development and learning. The NSW Government is committed to supporting a sector that provides quality early childhood education programs aligned with the Early Years Learning Framework and which is responsive to the needs of children and their families, whatever their circumstances may be. The Government remains committed to maintaining universal access for all children to a quality early childhood education program in the 12 months before full time schooling.

The structure of the Report continues to pose difficulties in accurately reporting NSW data, and when comparing the performance of NSW with that of other jurisdictions, resulting in underreporting of preschool participation in NSW. The chapter continues to distinguish preschool services from child care services, whereas in NSW many children participate in preschool programs delivered by qualified early childhood teachers in long day care settings.

In 2013-14, the NSW Government continued its reform of the early childhood education sector. In January 2014 a new Preschool Funding Model was implemented, making \$150 million available to the community preschool sector, a 20 per cent increase on previous funding levels. Under the new model 95 per cent of preschools received an increase in their base funding rate, with the highest increases directed to children from disadvantaged backgrounds. The new model better aligns with the Government's universal access goals by targeting children in the year before full time school and three year old Aboriginal, vulnerable and disadvantaged children.

Significant further progress was made in 2013-14 to increase preschool participation of all children, and especially of those from Aboriginal and disadvantaged backgrounds. This progress is further enhanced through initiatives now being implemented as part of the new *National Partnership Agreement on Universal Access to Early Childhood Education*, including:

- trials of cluster management for community preschools, focusing on consolidating administrative functions to improve service sustainability
- operational support for community preschools to adjust to the new Preschool Funding Model and further improve sector sustainability in the longer term
- a transition to school statement to support children moving from early childhood education settings to school
- 102 scholarships for early childhood educators to upgrade their qualification.

Assessment and rating visits under the National Quality Framework (NQF) commenced in June 2012. A total of 2370 assessments, or 48 per cent of the sector, were completed by the end of 2013-14, which also saw the commencement of a national review of the NQF. As part of this review, NSW led a project to further streamline and fine tune processes for conducting and reviewing assessment and rating processes.

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Victorian Government comments

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During 2013-14 Victoria successfully completed implementation of universal access to 15 hours of kindergarten, with 99.5 per cent of funded services delivering 15 hour programs in 2014.

Victoria also continued to successfully implement the National Quality Framework. By 30 June 2014, 1693 services had published quality ratings (43 per cent of all services), with 77 per cent of Victorian services rated as Meeting or Exceeding the National Quality Standard, compared with 62 per cent nationally.

Victoria allocated \$22 million of State funding in capital grants for early childhood facilities in 2013-14, including funding to establish 6 integrated children's centres and 10 new early learning facilities, and to extend and upgrade 22 centres across Victoria.

Work continued to implement the Victorian Early Years Learning and Development Framework (VEYLDF), which supports early childhood practitioners to implement high-quality pedagogy and practice to improve outcomes for all Victorian children. In 2013-14 the emphasis was on assessment for learning, with a range of resources and low cost professional learning opportunities offered to support the implementation of the VEYLDF. Specific VEYLDF resources were developed and released for the Family Day Care sector, as well as a range of professional learning opportunities for early childhood leaders through the Department's Bastow Institute of Educational Leadership.

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Queensland Government comments

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The Queensland Government has achieved improved outcomes for young children and their families through a strong commitment to every Queensland child having access to quality early childhood education and care (ECEC). Recent highlights and achievements include:

- increased participation in kindergarten programs from 29 per cent to 97 per cent overall participation in 2013
- provided funding to establish 19 new kindergarten services to meet local demand in 2013-14 with a further 6 to open in 2014-15
- built and supported the operation of 10 Children and Family Centres in accordance with Queensland's agreement with the Australian Government under the *National Partnership Agreement on Indigenous Early Childhood Development*
- funded the support of Early Years Centres, which provide Queensland families with access to integrated ECEC, family support, maternal and child health services across 15 communities.
- delivered a new online grants management system QGrants to reduce red tape for service providers
- introduced a reduced regulatory regime under the Education and Care Services Act 2013 for out of scope services
- established the new Division of ECEC in the Department of Education, Training and Employment
- streamlined the operation of the National Quality Framework (NQF) through strategies to increase the rate of assessment and rating
- continued comprehensive state-wide professional development for AOs focussing on the ECEC sector's regulatory requirements under the NQF
- over 70 per cent of approved Queensland services with a quality rating are Meeting or Exceeding the National Quality Standard (above the national average of 62 per cent) with 5 services having received a rating of Excellent
- Queensland continues to support the sector to deliver quality services that are inclusive and embrace diversity. Queensland has boosted investment to increase the participation of vulnerable and disadvantaged children, by removing barriers to the access of ECEC services through the establishment of new services in rural and remote areas and the development of strong links with community leaders.

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Western Australian Government comments

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The WA Government provides all four year old children with access to 15 hours per week of high quality Kindergarten, delivered in accordance with the National Quality Standard (NQS). This universal provision occurs through the school sector and is free of compulsory charges in public schools. In non-government schools, 75 per cent of the cost of delivery is met by the State. All schools are required to apply the NQS across the early years of schooling to at least Year 2 (around the age of eight years).

In 2013 Pre-primary, which is the first year of full time schooling and the 'Foundation' year of the Australian Curriculum, became compulsory. Children are engaged daily in learning experiences and activities targeted to support and develop cognitive, linguistic, social, emotional and physical capabilities of every child.

Sixteen State-funded Child and Parent Centres are being established on public school sites in areas of disadvantage to provide a range of programs and services for all families with young children from birth to eight years, with a focus on birth to four years. In addition, three Early Learning and Care Centres and five Children and Family Centres operate on or close to public school sites.

A Local Champions Program 2013-14 has been implemented to help communities to respond to their Australian Early Development Census (AEDC) results. Local Champions promote collaborative government and community-driven initiatives in which the AEDC is used to inform local policy, planning and resource allocation to improve outcomes for children. All schools are being re-engaged to prepare for the 2015 AEDC data collection.

The past 12 months have seen WA continue to improve the quality of education and care through the implementation of the National Quality Framework (NQF) for education and care services. WA progressed amendments to the *Education and Care Regulations 2012* in December 2013 with a second tranche of amendments due to be implemented from 1 December 2014.

Western Australia is participating in the 2014 Review of the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*. WA partnered with the Australian Government to host forums in Perth and Bunbury for service providers, families and educators on progress on the implementation of the NQF.

The Education and Care Regulatory Unit continues to undertake assessment and rating of education and care services. An internal review of the Unit has seen more services assessed and rated as the new structure is implemented. WA continues to visit child care services that are out of scope of the *National Law* and regulates them under the *Child Care Services Act 2007*.

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South Australian Government comments

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The Department for Education and Child Development (DECD) recognises that early learning and childhood development starts at birth to around age five requiring and providing dynamic programs and services whilst working in partnership with parents and carers to achieve the best outcomes possible for children.

As at October 2014 SA has the highest number of ‘Excellent’ rated education and care services nationally. The six state services awarded this highest rating possible under the National Quality Framework (NQF) represent government, private and community provided early childhood education and care (ECEC) services. They demonstrate a cross-sector commitment to the provision of high quality ECEC.

Since 2005, SA has been developing a network of Children’s Centres for Early Childhood Development and Parenting for children from birth to age eight and their families. Currently there are 42 centres operating, four of which are Aboriginal Children and Family Centres, with a commitment to expand the provision to 47 centres across the state.

The SA Government has also committed to expand the range of services available in existing Children’s Centres to help children and parents get the early childhood development support they need, when they need it. This expansion will provide for increased early childhood allied health services such as speech pathology, occupational therapy and social work and more developmental screening services for young children to increase prevention and early detection of developmental concerns.

In 2014 the *National Partnership Agreement on Universal Access to Early Childhood Education* has continued to support an increased level of service provision from 12 hours per week to 15 hours per week in Department for Education and Child Development preschools and expanded the number of preschool places available by funding the delivery of preschool in child care centres and non-government preschools.

The State Government has funded the establishment of two sites to work collaboratively across agencies to engage and support first time mothers experiencing challenges that may impact on their parenting. The sites, north and south of metropolitan Adelaide, aim to engage with women during their pregnancy, providing practical support and strategies to enable their children to develop in safe and nurturing environments.

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Tasmanian Government comments

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The Department of Education continues its support of the early years through the Bright Beginnings priority in its *Learners First* Strategic Plan recognising the importance of the early years for children’s successful learning and development.

The department is involved in many strategies including:

- implementing nationally consistent regulation under the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
- continuing to quality assess and rate long day care, family day care and outside school hours care services. By 30 June 2014, 39 per cent of Tasmanian services had a rating result, just below the national average of 40 per cent
- continuing its regulatory role under the state *Child Care Act 2001*
- supporting the ongoing and consistent implementation of the Early Years Learning Framework in schools through the provision of professional learning opportunities
- funding and administering nine Child and Family Centres (CFCs) operating around the state with construction on a tenth underway
- continuing the funding of two Aboriginal CFCs, following the end of the *National Partnership Agreement on Indigenous Early Childhood Development*. These CFCs have been working closely with Aboriginal Education Services to strengthen educationally and culturally appropriate programme delivery where there are large Aboriginal communities
- in government schools, undertaking the Kindergarten Development Check (KDC) and the Performance Indicators in Primary Schools (PIPS) to identify students at risk of not achieving expected outcomes
- continuing the successful Launching into Learning (LiL) program for families and young children aged from birth to four years, with a particular emphasis on improving educational outcomes for children from socially and economically disadvantaged backgrounds. Data for the 2011 LiL Program cohort of students shows significantly improved educational outcomes for participants as measured by the KDC, PIPS and NAPLAN results. It is also anticipated that, as was shown with the 2012 AEDI, future Tasmanian AEDC results will continue to indicate that the department’s early years programs are helping to reduce the level of vulnerability
- completing reviews of two different components of the Education and Care Unit’s grants program; which includes the state funded child care services, capital funding and a range of smaller programs
- providing support and advice regarding the quality of ECEC and outside school hours care services to parents, educators, carers and the general public.

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Australian Capital Territory Government comments

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The ACT Government is committed to providing access to quality early childhood education and care (ECEC) that is responsive to the needs of children and their families. All children in the ACT have access to free, quality early childhood education programs in the year before formal schooling.

Assessments and rating visits under the National Quality Framework (NQF) continued, with nearly half of education and care services in the ACT undertaking assessment and being rated. As at 30 June 2014, a total of 147 assessments had been conducted, with 88 achieving Working Towards the National Quality Standard (NQS) and 59 services meeting or exceeding the NQS. The process was assisted by a reduction of red tape in accordance with nationally agreed approaches.

A key component of the ACT's commitment to the implementation of the NQF was the development of strong relationships with parents and the community, including strategies and programs that support ECEC. This commitment was supported by ongoing implementation of the *National Early Childhood Development Strategy*.

The effectiveness of the Directorate's policies and programs within ECEC was shown by growth in the number of approved child care service providers and in the number of children aged 0–5 years attending approved child care services. During the reporting period preschool enrolments in public schools increased by 9 per cent.

The Directorate launched the *Preschool Matters* website, an initiative aimed at increasing engagement and involvement of parents in preschool. Development and support for early childhood services was further demonstrated by the funding allocation of \$2.0 million to complete the Stage 2 program of child care upgrade works to provide 66 additional places.

To support the education and care sector workforce the ACT Government continued to fund the Early Childhood (Certificate III) scholarship program, covering course fees and reimbursement of start-up costs. Places in the program were allocated to Aboriginal and Torres Strait Islander students. Employers were also subsidised to provide study release to students during their work hours.

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Northern Territory Government comments

“ The NT Department of Education continues to actively engage in the early childhood and school aged education and care sector. The department regulates services; administers financial support to the sector; and provides preschool, play groups and parenting support programs and information.

Key milestones during the 2013-14 reporting period include:

- the NT regulatory authority, Quality Education and Care NT has maintained an active regulatory presence, working closely with key stakeholders to identify activities to help build capacity across the sector and promote continuous quality improvement
- issued approximately 55 per cent of the NT's regulated services with their final quality rating against the National Quality Standard by 30 June 2014
- held the inaugural NT Education and Care Awards on 18 September 2013 at Parliament House, giving recognition to educators and services who are innovative in their approach and who exhibit an outstanding commitment to ensuring quality outcomes for children and their families
- provided approximately \$4.9 million in grants and subsidies to the sector via the NT Early Childhood Services Subsidy, Long Day Care Upgrade Grant, Long Day Care Toy and Equipment Grant and a one-off grant to preschools to improve their natural environments
- provided funding for the Community Based Childcare Support Program, delivered by the NT Department of Business, to strengthen parent managed, community based services as independent viable businesses
- provided early learning and family support, under the Families as First Teachers (FaFT) program, to 2149 young Aboriginal and Torres Strait Islander children (birth to four years) and 2034 parents and care givers in 35 remote communities
- employed 59 remote Aboriginal and Torres Strait Islander staff, 19 remote non-Indigenous staff, six mobile staff and three regional staff in the FaFT program
- worked closely with the University of Melbourne to research the effectiveness of the Abecedarian Approach Australia in preparing children for preschool in two of the remote FaFT program communities (Galiwin'ku and Maningrida)
- completed construction of five child and family centres at Maningrida, Ngukurr, Yuendumu, Gunbalanya and Palmerston under the *National Partnership Agreement on Indigenous Early Childhood Development* and will deliver a range of integrated early childhood education and care, child and maternal health and family support services
- increased the proportion of preschool aged children enrolled in a preschool program to 96.8 per cent in 2013.

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3.6 Definitions of key terms

Aboriginal and Torres Strait Islander children	Children of Aboriginal or Torres Strait Islander origin who self-identify or are identified by a parent or guardian to be of Aboriginal or Torres Strait Islander origin. Aboriginal and Torres Strait Islander children were previously reported as Indigenous children in RoGS.
Administration expenditure	Administration expenditure includes all expenditure by the responsible departments associated with the provision of licensing, advice, policy development, grants administration and training services. Responsible departments include those departments that administer policy for, fund, and license/accredit child care and preschool services in each jurisdiction.
Budget Based Funded services	<p>These services are part of the Australian Government's Budget Based Funded Programme which provides an Australian Government contribution to the operational costs of child care and early learning and school aged care services in a limited number of approved locations. These services are predominantly located in regional, remote and Aboriginal and Torres Strait Islander communities where the market would otherwise fail to deliver services to meet the needs of children and their families.</p> <p>A range of service types are funded across Australia including crèches, mobile services, Multifunctional Aboriginal Children's Services and OSHC services. Services reported as Budget Based Funded services are not approved to administer CCB on behalf of families. State and Territory governments may license or register Budget Based Funded services to operate.</p>
Child Care Benefit (CCB) approved Child care services	<p>A child care service approved by the Australian Government to receive Child Care Benefit (CCB) on behalf of families.</p> <p>The meeting of a child's care, education and developmental needs by a person other than the child's parent or guardian. The main types of child care service are long day care, family day care, OSHC (before/after school hours and 'pupil free days' care), vacation care, occasional care and other care.</p>
Children	All resident male and female Australians aged 12 years or younger at 30 June of each year (unless otherwise stated).
Children from low income families	Children in families who are receiving the maximum rate of CCB.
Children from non-English speaking backgrounds	Children living in situations where the main language spoken at home is not English.
Children with disability	A child that has a need for additional assistance in any of the following areas (learning and applying knowledge, education; communication; mobility; self-care; interpersonal interactions and relationships; other- including general tasks, domestic life, community and social life) compared to children of a similar age, that is related to underlying long term health condition or disability (long term is longer than six months).
Comparability	Data are considered comparable if (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
Completeness	Data are considered complete if all required data are available for all jurisdictions that provide the service.
Counting rules	Prescribed standards, definitions and mathematical methods for determining descriptors and performance indicators for monitoring government services.
External cause (of injury)	The environmental event, circumstance or condition that causes an injury.

Family day care	Services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at 0–5 year olds, but primary school children may also receive care before and after school, and during school holidays. Carers work in partnership with scheme management and coordination unit staff.
Financial support to families	Financial support to families includes any form of fee relief paid by governments to the users of ECEC services (for example, CCB).
Formal child care	Organised care provided by a person other than the child’s parent or guardian, usually outside of the child’s home — for example, long day care, family day care, OSHC, vacation care, occasional care (excluding babysitting) and in home care.
Formal qualifications	Early childhood-related teaching degree (three or four years), a child care certificate or associate diploma (two years) and/or other relevant qualifications (for example, a diploma or degree in child care [three years], primary teaching, other teaching, nursing [including mothercraft nursing], psychology and social work).
Full time equivalent staff numbers	A measure of the total level of staff resources used. A full time staff member is employed full time and engaged solely in activities that fall within the scope of ECEC services covered in the chapter. The full time equivalent of part time staff is calculated on the basis of the proportion of time spent on activities within the scope of the data collection compared with that spent by a full time staff member solely occupied by the same activities.
Government funded and/or provided	All government financed services — that is, services that receive government contributions towards providing a specified service (including private services eligible for CCB) and/or services for which the government has primary responsibility for delivery.
Hospital separation	An episode of care for a person admitted to a hospital. It can be a total hospital stay (from admission to discharge, transfer or death) or portions of hospital stays beginning or ending in a change of type of care (for example from acute to rehabilitation) that cease during a reference period.
Informal child care	Child care arrangements provided privately (for example, by friends, relatives, nannies) for which no government assistance (other than the minimum rate of CCB for Registered Care) is provided. Such care is unregulated in most states and territories.
In home care	Care provided by an approved carer in the child’s home. Families eligible for in home care include those where the parent(s) or child has an illness/disability, those in regional or remote areas, those where the parents are working shift work or non-standard hours, those with multiple births (more than two) and/or more than two children under school age, and those with a breastfeeding mother working from home.
In-service training	Formal training only (that is, structured training sessions that can be conducted in-house or externally), including training in work or own time but not training towards qualifications included in obtaining formal qualifications. It includes: <ul style="list-style-type: none"> • management or financial training • training for additional needs children (such as children with disability, Aboriginal or Torres Strait Islander children and children from a culturally diverse background • other child care-related training • other relevant courses (such as a first aid certificate).
Long day care	Centre based child care services providing full time or part time care for children. Long day care primarily provides services for children aged 0–5 years. Some long day care may also provide preschool and kindergarten services (i.e. a preschool program) and outside school hours care (see below). The service may operate from stand-alone or shared premises, including on school grounds.

National Quality Framework (NQF) approved	<p>Under the National Quality Framework (NQF) an approved provider must apply for and be granted a service approval for each education and care service it wants to operate. There are two types of approved services under the National Quality Framework:</p> <ul style="list-style-type: none"> • Centre-based service: which includes long day care, preschool or kindergarten and OSHC services • Family day care service: where a number of educators formally linked to an education and care service provide education and care to children in residences or venues.
Net capital expenditure	<p>Expenditure on the acquisition or enhancement of fixed assets, less trade-in values and/or receipts from the sale of replaced or otherwise disposed of items. Capital expenditure does not include expenditure on fixed assets which fall below threshold capitalisation levels, depreciation or costs associated with maintaining, renting or leasing equipment.</p>
Non-standard hours of care	<p>Defined by service type as:</p> <ul style="list-style-type: none"> • long day care — service operates before 7am or after 6.30pm on any day Monday to Friday or on weekends (to be considered a service offering non-standard hours of care just need to meet 1 of these 3 criteria) • family day care — service operates before 7am, or after 6.30pm on any day Monday to Friday or overnight or on weekends (to be considered a service offering non-standard hours of care only need to meet 1 of these 4 criteria) • vacation care — service operates before 7am or after 6.30pm on any day Monday to Friday (to be considered a service offering non-standard hours of care only need to meet 1 of these 2 criteria) • OSHC — service operates before 7am (before school) or after 6.30pm (after school) on any day Monday to Friday (to be considered a service offering non-standard hours of care only need to meet 1 of these 2 criteria) • occasional care — service operates before 7am or after 6.30pm on any day Monday to Friday or on weekends (to be considered a service offering non-standard hours of care only need to meet 1 of these 3 criteria) • other — service operates before 7am or after 6.30pm on any day Monday to Friday or on weekends (to be considered a service offering non-standard hours of care only need to meet 1 of these 3 criteria).
Occasional care	<p>Services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children, and are primarily aimed at 0–5 year olds. Centres providing these services usually employ a mix of qualified and other staff.</p>
Other care	<p>Is a category of service type that includes services which support children with additional needs or in particular situations (including Aboriginal and Torres Strait Islander children, children from NESB, children with disability or of parents with disability, and children living in regional and remote areas). Other care services are State and Territory licensed (not NQF approved) and may include mobile services, playschools and nannies. The other care service type does not include 3 year old preschool/kindergarten services. Usage of other care services is reported only for State and Territory government funded and/or provided services (i.e. non-CCB approved services).</p>
Other expenditure on service provision	<p>Expenditure on service provision includes all recurrent expenditure on government funded and/or provided child care and preschool services except administration and financial support to families. It includes one-off, non-capital payments to peak agencies that support child care and preschool service providers</p>
Other territories	<p>A separate category for data collections, which includes Jervis Bay Territory, the Territory of Christmas Island and the Territory of Cocos (Keeling) Islands.</p>

Outside school hours care	Services that provide care for school aged children before school, after school, during school holidays, and on pupil free days. OSHC may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.
Preschool program	<p>A preschool program is a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full time schooling. This definition of a preschool program is the same for all types of institutions that provide it, for all service settings and includes both government funded and privately provided preschool programs. Although various delivery models of preschool programs exist across jurisdictions, the YBFS is the term used to describe the 'preschool' program cohort.</p> <p>Preschool programs delivered to children in the year or two before full time schooling are intended to be available for a minimum of 600 hours per calendar year (or 15 hours per week for 40 weeks). Children aged 3 to 6 years may be enrolled in a preschool program in the YBFS although the programs are typically delivered to 4 and 5 year olds.</p>
Preschool services	<p>Services which deliver a preschool program. The preschool service type (i.e. preschool programs) can be delivered from a range of service settings. Service settings include stand-alone preschools or kindergartens, preschools attached to a school and other service centres, such as long day care centres.</p> <p>Preschool services are aimed at children in the year before they commence full time schooling (that is when a child is 4 years old), although younger or older children may attend in most jurisdictions. There are also preschool services provided by a qualified teacher that are aimed specifically at 3 year old children in some jurisdictions. See definition of preschool programs for further information.</p>
Primary contact staff	Staff whose primary function is to provide child care and/or preschool services to children.
Priority of access	<p>The Australian Government funds child care with a major purpose of meeting the child care needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate available places to those families with the greatest need for child care support.</p> <p>The Government has determined Guidelines for allocating places in these circumstances. These Guidelines apply to centre based long day care, in home care, family day care and OSHC services. They set out the following three levels of priority, which child care services must follow when filling vacant places:</p> <ul style="list-style-type: none"> • priority 1: a child at risk of serious abuse or neglect • priority 2: a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act • priority 3: any other child. <p>Within these main categories priority should also be given to the following children:</p> <ul style="list-style-type: none"> • children in Aboriginal and Torres Strait Islander families • children in families which include a disabled person • children in families on lower incomes • children in families with NESB • children in socially isolated families • children of single parents.
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments were made using the GGFCE price deflator and expressed in terms of final year prices.
Recurrent expenditure	Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation).

Regional and remote areas	Regional and remote areas refer to remoteness areas based on the ABS' Australian Statistical Geography Standard (ASGS). The criteria for remoteness areas are based on the Accessibility/Remoteness Index (ARIA+) of Australia, which measures the remoteness of a point based on the physical road distance to the nearest urban centre in each of five size classes. Regional areas includes 'inner regional' and 'outer regional' areas. Remote areas includes 'remote' and 'very remote' areas.
Service	A service refers to an individual location or establishment providing an ECEC service. One service (i.e. location or establishment) may provide more than one ECEC service type, i.e. provide a long day care service and preschool service, or two child care service types.
Service type	Refers to the following categories of ECEC services: <ul style="list-style-type: none"> • long day care • family day care • OSHC <ul style="list-style-type: none"> – before/after school care • vacation care • occasional care • in home care (for CCB approved services) • other care (for State and Territory government funded and/or provided services) • preschool services. <p>All service type categories are considered child care services, except for preschool services.</p>
Special needs group	An identifiable group within the general population who can have special difficulty accessing services. Special needs groups for which data are reported in this chapter include: children from NESB; Aboriginal and Torres Strait Islander children; children from low income families (CCB approved child care services only); children with disability; and children from regional or remote areas.
Standard hours of care	Defined by service type as: <ul style="list-style-type: none"> • long day care — service opens at 7am or later and closes at 6.30pm or earlier every day Monday to Friday (does not operate on weekends or overnight) • family day care — service operates at 7am or later and no later than 6.30pm every day Monday to Friday (does not operate on weekends or overnight) • OSHC — service opens at 7am or later (before school) and closes at 6.30pm or earlier (after school) every day Monday to Friday • vacation care — service operates at 7am or later and no later than 6.30pm every day Monday to Friday • occasional care — service operates at 7am or later and no later than 6.30pm every day Monday to Friday (does not operate on weekends or overnight) • in home care — service operates at 7am or later and no later than 6.30pm every day Monday to Friday (does not operate on weekends or overnight) • other care — service operates at 7am or later and no later than 6.30pm every day Monday to Friday (does not operate on weekends or overnight).
State/Territory government funded and/or provided	State and Territory government financed services — that is, services that only receive State and Territory government contributions towards providing a specified service (i.e. excluding services which receive Australian Government funding) and/or services for which the State/Territory government has primary responsibility for delivery.
State/Territory government licensed	Services that comply with the relevant State or Territory licensing regulations. These regulations cover matters such as the number of children whom the service can care for, safety requirements and the required qualifications of carers. State/Territory government licensed services are not NQF approved.

Substantiated breach arising from a complaint	An expression of concern about a child care or preschool service, made orally, in writing or in person to the regulatory authority, which constitutes a failure by the NQF approved or State and Territory licensed service to abide by the national regulations, State or Territory legislation, regulations or conditions. This concern is investigated and subsequently considered to have substance by the regulatory body.
Vacation care	Services provided for children enrolled in schools (4–12 year olds) during the school holidays.

3.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an ‘3A’ prefix (for example, table 3A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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3A Early childhood education and care — attachment

Definitions for the indicators and descriptors in this attachment are in section 3.6 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

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

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

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

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All jurisdictions data

TABLE 3A.1

Table 3A.1 **Early Childhood Education and Care (ECEC) in Australia, as at 30 June 2014 (a)**

	<i>Child care</i>	<i>Preschool</i>		<i>Transition to primary school</i> <i>Year prior to Year One</i>		
	<i>Agency (b)</i>	<i>Program</i>	<i>Age of entry</i>	<i>Agency (b)</i>	<i>School year</i>	<i>Age of entry</i>
NSW (c)	Department of Education and Communities	Preschool	Generally 4 and 5 year olds	Department of Education and Communities	Kindergarten	5 by 31 July
Vic (d)	Department of Education and Early Childhood Development	Kindergarten	4 by 30 April	Department of Education and Early Childhood Development	Preparatory (Prep)	5 by 30 April
Qld (e)	Department of Education, Training and Employment	Kindergarten	4 by 30 June	Department of Education, Training and Employment	Preparatory Year (Prep)	5 by 30 June
WA	Department of Local Government and Communities	Kindergarten	4 by 30 June	Department of Education	Pre Primary	5 by 30 June
SA (f)	Department for Education and Child Development	Preschool	4 by 1 May	Department for Education and Child Development	Reception	5 by 1 May
Tas	Department of Education	Kindergarten	4 by 1 January	Department of Education	Preparatory	5 by 1 January
ACT (g)	Education and Training Directorate	Preschool	4 by 30 April	Education and Training Directorate	Kindergarten	5 by 30 April
NT (h)	Department of Education	Preschool	4 by 30 June in urban areas and 3 for Aboriginal and Torres Strait Islander children in remote areas	Department of Education	Transition	5 by 30 June

- (a) The ECEC chapter reports data for child care and preschool services only. Data on primary school are reported in the School education chapter (chapter 4), but relate to 2013. Information on the first year of primary school are included here to show the point at which children can transition from preschool to the first year of primary school in each jurisdiction.
- (b) The departmental responsibility of agencies varies between child care and preschool. Agency responsibility refers to licensing services for child care, and licensing, funding and/or providing services for preschool programs. State and Territory education departments are responsible for primary school.
- (c) In NSW, all licensed children's services for under 6 year olds (who have not commenced Kindergarten) are required to offer programs that meet children's educational and developmental needs. NSW subsidises access to community preschool for 3 year old Aboriginal children and 3 year old children from low income families.

Table 3A.1 Early Childhood Education and Care (ECEC) in Australia, as at 30 June 2014 (a)

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- (d) In Victoria, Aboriginal and Torres Strait Islander children and children known to child protection are eligible for free kindergarten through Early Start Kindergarten funding if they are aged 3 by 30 April of the year in which they are enrolled.
 - (e) All licensed children's services in Queensland are required to provide an appropriate program that is designed to stimulate and develop each child's creative, emotional, intellectual, lingual, physical, recreational and social potential.
 - (f) Children who are Aboriginal or under the Guardianship of the Minister are entitled to commence in a Department funded preschool after their 3rd birthday. The compulsory school starting age in SA is 6 years at the oldest. From 2014, children can start school at the beginning of the year in which they turn 5 years as at 1 May.
 - (g) In the ACT, private preschools are monitored and assessed by the ACT Community Services Directorate.
 - (h) In the NT children turning four after 30 June are eligible to enrol in a preschool program after their birthday, if places are available and with the understanding that the child will access more than 12 months of preschool. Aboriginal and Torres Strait Islander children living in remote areas are eligible to enrol in preschool if they turn three on or prior to 30 June of the same year.

Source: State and Territory governments (unpublished).

TABLE 3A.2

Table 3A.2 **Estimated resident population (ERP), children aged 12 years and younger ('000) (a)**

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
New South Wales										
less than 1 year	85.4	89.4	91.7	95.2	97.2	97.5	95.4	93.6	95.4	101.0
1 to less than 2 years	85.3	85.9	88.0	92.1	94.5	95.7	96.2	95.4	94.2	97.5
2 to less than 3 years	84.9	85.4	86.1	88.6	92.3	94.2	95.1	95.7	95.8	97.4
3 to less than 4 years	85.5	85.1	85.6	86.7	89.5	92.6	94.0	94.9	96.1	96.6
4 to less than 5 years	86.9	85.7	85.4	86.2	87.6	90.5	93.0	94.1	95.4	96.9
5 to less than 6 years	87.1	87.1	86.0	85.9	87.0	88.5	91.4	93.4	94.6	96.2
6 to 12 years old	622.5	619.4	618.0	616.0	615.5	616.6	619.4	625.2	632.1	640.8
All children aged 0–12 years	1 137.7	1 137.9	1 140.8	1 150.7	1 163.6	1 175.7	1 184.5	1 192.3	1 203.6	1 226.4
Victoria										
less than 1 year	61.8	63.3	66.6	69.5	70.4	71.4	70.9	70.5	75.9	74.4
1 to less than 2 years	61.2	62.1	63.6	67.0	69.2	70.1	70.8	71.1	72.6	76.5
2 to less than 3 years	61.0	61.8	62.7	64.6	67.8	69.5	70.3	71.4	71.9	73.9
3 to less than 4 years	61.3	61.5	62.4	63.5	65.7	68.5	69.8	70.8	72.1	72.8
4 to less than 5 years	62.0	61.9	62.2	63.2	64.6	66.8	69.1	70.3	71.6	73.2
5 to less than 6 years	62.6	62.5	62.5	62.8	64.1	65.5	67.6	69.8	71.2	72.6
6 to 12 years old	453.8	452.9	452.7	452.0	452.6	454.6	457.6	463.8	471.7	481.4
All children aged 0–12 years	823.7	826.0	832.8	842.6	854.4	866.4	876.2	887.8	906.9	924.8
Queensland										
less than 1 year	50.0	52.9	55.3	59.2	61.4	61.2	59.8	60.9	62.3	63.1
1 to less than 2 years	50.1	51.9	54.2	57.3	60.1	61.5	61.4	61.0	61.7	63.6
2 to less than 3 years	50.5	51.2	53.1	55.8	58.6	60.5	61.3	61.9	62.1	63.2
3 to less than 4 years	51.7	51.6	52.4	54.6	57.4	59.5	60.6	62.0	63.0	62.8
4 to less than 5 years	52.2	52.9	52.7	53.7	56.1	58.6	60.2	61.3	63.1	63.7
5 to less than 6 years	52.1	53.4	54.0	54.0	55.1	57.3	59.7	61.2	62.4	63.8
6 to 12 years old	381.1	384.3	387.7	392.3	396.8	400.5	405.0	412.7	421.5	428.9

TABLE 3A.2

Table 3A.2 Estimated resident population (ERP), children aged 12 years and younger ('000) (a)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All children aged 0–12 years	687.7	698.1	709.4	726.7	745.5	759.1	767.9	781.1	795.9	809.1
Western Australia										
less than 1 year	24.6	26.0	27.8	29.5	30.3	30.7	30.7	31.8	33.6	34.5
1 to less than 2 years	24.7	25.5	26.6	28.6	30.3	30.7	31.1	31.8	33.1	34.4
2 to less than 3 years	24.9	25.3	26.1	27.4	29.5	30.6	31.0	31.7	32.9	33.8
3 to less than 4 years	25.5	25.4	26.0	26.9	28.5	30.0	31.0	31.7	32.8	33.6
4 to less than 5 years	25.9	25.9	26.1	26.7	27.8	29.2	30.6	31.7	32.7	33.6
5 to less than 6 years	26.4	26.3	26.5	26.7	27.6	28.5	29.9	31.4	32.7	33.6
6 to 12 years old	192.1	193.3	194.8	196.3	199.1	201.0	203.8	208.7	214.8	221.3
All children aged 0–12 years	344.2	347.7	354.0	362.1	373.1	380.8	388.1	398.9	412.5	424.7
South Australia										
less than 1 year	17.3	17.7	18.3	19.3	19.7	19.7	19.4	19.6	20.2	20.3
1 to less than 2 years	17.5	17.6	17.9	18.6	19.3	19.6	19.6	19.5	19.9	20.0
2 to less than 3 years	17.6	17.7	17.8	18.2	18.8	19.3	19.6	19.7	19.6	20.0
3 to less than 4 years	17.9	17.8	17.9	18.1	18.4	19.1	19.4	19.7	19.9	19.8
4 to less than 5 years	18.2	18.0	18.0	18.1	18.3	18.8	19.3	19.6	19.9	20.1
5 to less than 6 years	18.7	18.4	18.3	18.2	18.3	18.6	19.1	19.5	19.8	20.1
6 to 12 years old	137.0	136.4	136.2	135.4	134.4	134.0	134.0	134.3	135.0	136.2
All children aged 0–12 years	244.2	243.6	244.4	246.0	247.3	249.1	250.4	251.9	254.3	256.4
Tasmania										
less than 1 year	5.9	6.3	6.7	6.7	6.7	6.6	6.2	6.3	6.2	6.1
1 to less than 2 years	5.8	5.9	6.2	6.5	6.6	6.6	6.4	6.2	6.3	6.2
2 to less than 3 years	5.9	5.8	5.9	6.2	6.5	6.5	6.5	6.4	6.2	6.3
3 to less than 4 years	6.1	6.0	5.9	6.0	6.3	6.5	6.5	6.5	6.4	6.2
4 to less than 5 years	6.2	6.1	6.0	5.9	6.1	6.3	6.4	6.4	6.5	6.4
5 to less than 6 years	6.4	6.3	6.1	6.0	6.0	6.1	6.3	6.4	6.4	6.5

TABLE 3A.2

Table 3A.2 Estimated resident population (ERP), children aged 12 years and younger ('000) (a)

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
6 to 12 years old	46.7	46.5	46.0	45.5	45.1	44.6	44.4	44.1	43.9	44.0
All children aged 0–12 years	83.1	82.9	82.8	82.8	83.3	83.3	82.9	82.4	81.8	81.7
Australian Capital Territory										
less than 1 year	4.2	4.2	4.5	4.6	4.7	5.0	4.9	4.9	5.3	5.6
1 to less than 2 years	4.1	4.2	4.4	4.5	4.6	4.7	5.0	5.1	5.1	5.3
2 to less than 3 years	4.0	4.1	4.2	4.4	4.6	4.6	4.7	5.0	5.1	5.2
3 to less than 4 years	4.0	4.0	4.1	4.3	4.5	4.6	4.6	4.8	5.1	5.2
4 to less than 5 years	4.1	4.0	4.0	4.2	4.3	4.5	4.6	4.6	4.9	5.1
5 to less than 6 years	4.1	4.1	4.0	4.0	4.2	4.4	4.6	4.7	4.7	4.9
6 to 12 years old	29.9	29.5	29.4	29.1	29.0	29.2	29.5	30.1	30.9	31.5
All children aged 0–12 years	54.3	54.2	54.6	55.2	55.9	57.0	57.9	59.2	61.2	62.8
Northern Territory										
less than 1 year	3.4	3.5	3.6	3.8	3.7	3.8	3.7	3.7	3.9	3.9
1 to less than 2 years	3.6	3.5	3.5	3.7	3.8	3.8	3.8	3.7	3.8	4.0
2 to less than 3 years	3.6	3.5	3.4	3.6	3.7	3.7	3.7	3.7	3.7	3.8
3 to less than 4 years	3.5	3.5	3.5	3.5	3.6	3.7	3.7	3.7	3.7	3.7
4 to less than 5 years	3.4	3.6	3.5	3.5	3.5	3.6	3.6	3.6	3.7	3.7
5 to less than 6 years	3.3	3.5	3.5	3.5	3.5	3.5	3.6	3.6	3.6	3.7
6 to 12 years old	23.6	23.5	23.5	23.7	23.9	24.0	23.9	24.1	24.4	24.5
All children aged 0–12 years	44.5	44.6	44.6	45.2	45.7	46.1	46.0	46.2	46.8	47.2
Australia (b)										
less than 1 year	252.6	263.3	274.6	287.9	294.2	295.8	291.0	291.5	302.8	308.8
1 to less than 2 years	252.2	256.5	264.5	278.3	288.3	292.7	294.3	293.8	296.6	307.6
2 to less than 3 years	252.4	254.7	259.4	268.8	281.8	289.1	292.4	295.5	297.4	303.7
3 to less than 4 years	255.5	255.0	257.7	263.5	274.0	284.6	289.5	294.2	299.0	300.7
4 to less than 5 years	259.1	258.1	257.9	261.5	268.4	278.4	287.0	291.8	297.7	302.6

TABLE 3A.2

Table 3A.2 **Estimated resident population (ERP), children aged 12 years and younger ('000) (a)**

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
5 to less than 6 years	260.7	261.7	261.0	261.3	265.8	272.4	282.1	290.0	295.4	301.4
6 to 12 years old	1 887.1	1 886.1	1 888.6	1 890.5	1 896.7	1 904.9	1 917.9	1 943.4	1 974.4	2 008.7
All children aged 0–12 years	3 419.8	3 435.4	3 463.9	3 511.8	3 569.2	3 617.9	3 654.3	3 700.2	3 763.3	3 833.5

(a) Australian Bureau of Statistics (ABS) ERP at 31 December, based on the *2011 Census of Population and Housing*. ERP from 2011-12 are first preliminary.

(b) Includes other territories.

Source: ABS (unpublished) *Australian Demographic Statistics, Dec 2013 (and previous editions)*, Cat. no. 3101.0, Canberra.

TABLE 3A.3

Table 3A.3 Total government real expenditure on ECEC (2013-14 dollars) (\$'000) (a)

	Aus Gov	State and Territory governments								All govt	
		NSW (b)	Vic	Qld (c)	WA (d)	SA	Tas (e)	ACT (f)	NT		Total
2004-05											
Recurrent expenditure (g)	2 409 244	187 113	145 165	211 161	70 360	115 947	29 087	25 702	32 216	816 752	3 225 996
Net capital expenditure	20 274	17 454	8 398	417	2 923	1 290	672	1 339	211	32 704	52 979
Total expenditure	2 429 519	204 567	153 563	211 578	73 284	117 237	29 759	27 041	32 427	849 456	3 278 975
2005-06											
Recurrent expenditure (g)	2 426 851	193 715	143 156	235 567	75 248	105 114	27 477	25 037	31 919	837 234	3 264 085
Net capital expenditure	8 364	2 169	15 887	257	2 489	2 728	484	5 577	14	29 603	37 967
Total expenditure	2 435 215	195 884	159 043	235 824	77 737	107 842	27 961	30 613	31 933	866 837	3 302 053
2006-07											
Recurrent expenditure (g)	2 754 408	193 695	158 314	159 183	76 176	113 986	28 427	26 106	33 476	789 363	3 543 771
Net capital expenditure	2 045	–	6 546	7 545	1 705	5 562	248	3 767	549	25 921	27 966
Total expenditure	2 756 453	193 695	164 860	166 728	77 881	119 548	28 675	29 873	34 024	815 284	3 571 737
2007-08											
Recurrent expenditure (g)	3 017 739	191 404	174 495	78 897	80 428	116 464	29 284	27 541	33 364	731 877	3 749 617
Net capital expenditure	9 641	2 170	15 524	6 496	3 074	2 517	303	2 102	233	32 419	42 060
Total expenditure	3 027 380	193 574	190 019	85 393	83 502	118 981	29 587	29 643	33 597	764 296	3 791 676
2008-09											
Recurrent expenditure (g)	4 224 328	204 337	171 965	82 180	132 217	114 977	31 215	28 044	33 553	798 487	5 022 815
Net capital expenditure	1 171	1 655	15 361	4 820	2 651	5 241	228	11 602	155	41 714	42 885
Total expenditure	4 225 500	205 992	187 327	87 000	134 868	120 218	31 443	39 645	33 708	840 201	5 065 701
2009-10											
Recurrent expenditure (g)	4 113 196	234 203	188 417	85 970	162 485	122 166	31 460	28 509	37 791	891 003	5 004 199
Net capital expenditure	36 225	3 084	21 812	23 356	41 938	13 716	186	1 821	5 072	110 985	147 209
Total expenditure	4 149 420	237 287	210 230	109 327	204 423	135 882	31 646	30 330	42 863	1 001 988	5 151 408
2010-11											

TABLE 3A.3

Table 3A.3 **Total government real expenditure on ECEC (2013-14 dollars) (\$'000) (a)**

	Aus Gov	State and Territory governments									All govt
		NSW (b)	Vic	Qld (c)	WA (d)	SA	Tas (e)	ACT (f)	NT	Total	
Recurrent expenditure (g)	4 454 326	231 181	200 208	107 814	208 980	126 617	34 403	28 628	46 291	984 123	5 438 449
Net capital expenditure	5 095	340	45 784	58 929	42 675	4 761	238	967	1 820	155 514	160 608
Total expenditure	4 459 421	231 521	245 992	166 743	251 655	131 378	34 641	29 595	48 111	1 139 636	5 599 057
2011-12											
Recurrent expenditure (g)	4 851 694	245 730	209 384	141 959	255 993	137 101	39 606	31 732	50 887	1 112 392	5 964 087
Net capital expenditure	30 987	–	41 476	97 009	33 025	4 546	779	10 600	472	187 906	218 893
Total expenditure	4 882 681	245 730	250 860	238 968	289 018	141 647	40 385	42 332	51 359	1 300 298	6 182 979
2012-13 (i)											
Recurrent expenditure (g)	5 409 458	254 874	255 341	176 353	276 009	151 858	42 726	33 300	54 898	1 245 359	6 654 817
Net capital expenditure	22 326	–	44 313	44 159	31 255	20 377	147	23 976	2 004	166 231	188 557
Total expenditure	5 431 784	254 874	299 653	220 512	307 264	172 235	42 873	57 276	56 903	1 411 590	6 843 374
2013-14											
Recurrent expenditure (g), (h)	6 211 921	236 967	309 840	205 815	293 904	152 784	45 828	35 154	54 331	1 334 623	7 546 544
Net capital expenditure	18 882	na	21 948	34 683	28 282	15 692	149	12 212	22 754	135 720	154 602
Total expenditure (h)	6 230 803	236 967	331 788	240 498	322 186	168 476	45 977	47 366	77 085	1 470 343	7 701 146

(a) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) For NSW, financial support to families was incorporated into other recurrent expenditure from 2009-10.

(c) Queensland expenditure on State preschools in 2006-07 only includes six months data. The reduction in expenditure in 2007-08 is due to the cessation of preschool and the introduction of the Preparatory Year in Queensland from 2007. Preparatory Year data are included in data on school children. From 2009-10 Queensland net capital expenditure for preschools includes capital grant and construction costs for universal access programs and the child care component includes capital grants to non-government agencies.

(d) Data for WA exclude expenditure on non-government preschools up to and including 2008-09.

(e) Tasmanian recurrent expenditure for 2011-12 and 2012-13 have been revised since the previous Report. Tasmanian preschool administrative expenditure includes teacher salaries as all government preschools have teachers employed by the State Government, and also includes funding for non-government preschools. Payroll tax has been excluded from 2009-10.

TABLE 3A.3

Table 3A.3 **Total government real expenditure on ECEC (2013-14 dollars) (\$'000) (a)**

	<i>Aus Gov</i>	<i>State and Territory governments</i>							<i>All govt</i>
		<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT (f)</i>		NT	Total

(f) ACT net capital expenditure decreased in 2009-10 due to a decreased level of capital works on preschool services.

(g) Recurrent expenditure also includes one-off, non-capital payments to peak agencies who support child care and preschool service providers.

(h) Due to machinery of Government changes, only 9.5 months of Department of Education expenses are included in 2013-14 Australian Government recurrent and total expenditure and, therefore, All government recurrent and total expenditure. Departmental expenses are a small component of recurrent expenditure.

– Nil or rounded to zero.

Source: Australian, State and Territory governments (unpublished); tables 3A.4, 3A.60, 3A.67, 3A.74, 3A.81, 3A.88, 3A.95, 3A.102 and 3A.109.

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on ECEC (child care) services (2013-14 dollars) (\$'000) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004-05									
Recurrent expenditure	700 158	485 382	708 457	192 962	176 773	54 301	32 819	43 423	2 409 244
Net capital expenditure	4 894	2 015	6 348	2 307	2 123	485	95	2 007	20 274
Total expenditure	705 052	487 397	714 805	195 269	178 896	54 787	32 914	45 430	2 429 519
2005-06									
Recurrent expenditure	710 789	486 650	713 768	196 421	180 679	54 291	31 519	42 288	2 426 851
Net capital expenditure	1 709	594	933	698	1 321	166	695	2 244	8 364
Total expenditure	712 498	487 245	714 701	197 119	182 001	54 457	32 214	44 533	2 435 215
2006-07									
Recurrent expenditure	809 892	552 998	805 914	217 147	211 618	65 465	32 801	46 833	2 754 408
Net capital expenditure	79	–	–	–	–	–	–	1 966	2 045
Total expenditure	809 971	552 998	805 914	217 147	211 618	65 465	32 801	48 799	2 756 453
2007-08									
Recurrent expenditure (e), (f)	896 931	617 591	876 921	225 237	228 150	70 220	36 328	53 034	3 017 739
Net capital expenditure	3 242	1 067	2 000	680	790	210	–	1 652	9 641
Total expenditure	900 173	618 657	878 921	225 917	228 940	70 430	36 328	54 686	3 027 380
2008-09									
Recurrent expenditure (e), (g), (h), (i)	1 400 118	918 989	1 097 383	315 399	292 013	91 552	49 543	58 963	4 224 328
Net capital expenditure	288	40	363	37	213	149	–	81	1 171
Total expenditure	1 400 406	919 029	1 097 746	315 437	292 226	91 701	49 543	59 045	4 225 500
2009-10									
Recurrent expenditure (e)	1 260 100	939 737	1 026 976	300 947	329 572	114 508	73 857	67 499	4 113 196
Net capital expenditure	11 423	8 133	9 247	2 648	2 873	915	689	296	36 225
Total expenditure	1 271 523	947 870	1 036 223	303 595	332 446	115 423	74 546	67 795	4 149 420
2010-11									

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on ECEC (child care) services (2013-14 dollars) (\$'000) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Recurrent expenditure (e)	1 388 135	1 018 058	1 091 702	327 235	341 063	116 617	86 483	85 033	4 454 326
Net capital expenditure	1 634	1 153	1 270	377	389	125	104	43	5 095
Total expenditure	1 389 768	1 019 211	1 092 972	327 611	341 453	116 742	86 588	85 075	4 459 421
2011-12									
Recurrent expenditure	1 560 954	1 103 532	1 181 020	365 154	361 158	114 825	95 636	69 416	4 851 694
Net capital expenditure	9 969	7 087	7 664	2 341	2 312	721	634	259	30 987
Total expenditure	1 570 923	1 110 619	1 188 683	367 495	363 470	115 546	96 270	69 675	4 882 681
2012-13									
Recurrent expenditure	1 761 247	1 250 235	1 288 497	416 710	399 406	118 220	108 439	66 705	5 409 458
Net capital expenditure	7 191	5 190	5 420	1 733	1 661	482	470	178	22 326
Total expenditure	1 768 439	1 255 425	1 293 917	418 442	401 067	118 702	108 909	66 884	5 431 784
2013-14									
Recurrent expenditure (j)	2 031 815	1 494 271	1 447 194	470 124	443 344	126 176	126 134	72 863	6 211 921
Net capital expenditure	6 130	4 544	4 487	1 439	1 356	381	401	146	18 882
Total expenditure (j)	2 037 945	1 498 815	1 451 680	471 563	444 700	126 557	126 535	73 009	6 230 803

- (a) Time series financial data are adjusted to 2013-14 dollars using the GGFCE chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.
- (b) The Australian total for 2004-05 to 2008-09 does not equal the sum of the individual State and Territory amounts because there was a component of expenditure belonging to the Australian Government which could not be disaggregated by State and Territory.
- (c) Recurrent expenditure data include administration expenditure, other expenditure on service provision and financial support to families. These data include families receiving childcare benefit for formal services.
- (d) Recurrent expenditure excludes miscellaneous payments because they represent ad hoc amounts paid to child care providers independent of the regular Child Care Benefit (CCB) advance/acquit cycle that cannot be reported by service type or by jurisdiction. In 2004-05, represents the net amount paid to child care providers following variations due to over-advances of CCB. Net amount does not include any adjustments due to recovery of debts.

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on ECEC (child care) services (2013-14 dollars) (\$'000) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(e)	In 2006-07, data for recurrent expenditure include an estimate of FaCSIA departmental expenditure. In 2007-08, data for recurrent expenditure include an estimate of Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) and Department of Education, Employment and Workplace Relations (DEEWR) departmental expenditure. In 2008-09, data for recurrent expenditure is based on departmental expenditure figures from the DEEWR Annual Report 2008-09, and includes a proportion of Centrelink expenditure 'infrastructure costs'.								
(f)	Includes Child Care Tax Rebate (CCTR) expenditure paid for 2006-07 to 28 October 2007. Previously, CCTR was paid as a rebate through the tax system.								
(g)	CCTR reported expenditure may include some double counting where customers were assessed for their CCTR entitlement and then later reassessed.								
(h)	Includes an estimate of CCTR expenditure for 2007-08.								
(i)	Due to machinery of Government changes, responsibility shifted from FaHCSIA to DEEWR (now Department of Education) in 2007-08.								
(j)	Due to machinery of Government changes, only 9.5 months of Department of Education expenses are included in 2013-14 recurrent expenditure and, therefore, total expenditure. Departmental expenses are a small component of recurrent expenditure.								

na Not available. – Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished); Department of Human Services administrative data (unpublished).

TABLE 3A.5

Table 3A.5 **State and Territory government real expenditure on child care and preschool services (2013-14 dollars) (\$'000)**
(a), (b), (c)

	<i>NSW</i>	<i>Vic (d), (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (e), (h)</i>	<i>Tas (i)</i>	<i>ACT</i>	<i>NT (j)</i>	<i>Aust</i>
2009-10									
Child care services	52 564	2 760	53 510	9 061	27 713	2 405	5 412	10 291	163 716
Preschool services	184 723	193 821	55 816	195 362	108 169	29 240	24 918	32 573	824 623
Total expenditure	237 287	210 230	109 327	204 423	135 882	31 646	30 330	42 863	1 001 988
2010-11									
Child care services	56 667	3 849	59 315	13 632	18 558	2 424	5 220	14 847	174 512
Preschool services	174 854	230 010	107 428	238 023	112 821	32 217	24 376	33 265	952 994
Total expenditure	231 521	245 992	166 743	251 655	131 378	34 641	29 595	48 111	1 139 636
2011-12									
Child care services	50 154	646	88 182	21 593	18 609	2 834	5 603	16 646	204 266
Preschool services	195 576	250 214	150 786	267 425	123 038	37 551	36 729	34 713	1 096 032
Total expenditure	245 730	250 860	238 968	289 018	141 647	40 385	42 332	51 359	1 300 298
2012-13									
Child care services	53 373	610	64 925	23 280	32 626	2 803	8 300	18 423	204 342
Preschool services	201 501	287 432	155 587	283 984	139 609	40 070	48 976	38 480	1 195 638
Total expenditure	254 874	299 653	220 512	307 264	172 235	42 873	57 276	56 903	1 411 590
2013-14									
Child care services	52 079	12 966	61 986	23 168	27 609	2 908	15 664	39 439	235 819
Preschool services	184 887	318 822	178 512	299 018	140 867	43 069	31 702	37 646	1 234 523
Total expenditure	236 967	331 788	240 498	322 186	168 476	45 977	47 366	77 085	1 470 343

(a) Time series financial data are adjusted to 2013-14 dollars using the GGFCE chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) Expenditure estimates may not be strictly comparable over time or between jurisdictions. See source tables for footnotes.

(c) Data include recurrent and net capital expenditure.

TABLE 3A.5

Table 3A.5 **State and Territory government real expenditure on child care and preschool services (2013-14 dollars) (\$'000)**
(a), (b), (c)

	<i>NSW</i>	<i>Vic (d), (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (e), (h)</i>	<i>Tas (i)</i>	<i>ACT</i>	<i>NT (j)</i>	<i>Aust</i>
(d)	Victorian data for 2011-12 include actual expenditure in 2011-12 and committed unspent funds for 2011-12. Data for 2012-13 exclude funds committed in 2011-12 and expended in 2012-13. The increase child care expenditure in 2013-14 is primarily due to the allocation of Quality Assessment and Regulation expenditure across child care and preschool services. Previously, this was not apportioned across the two services but added to the total as one lump sum. 2013-14 expenditure also includes scholarships and incentives paid to educators employed in child care services (this includes long day care, family day care, outside school hours care [OSHC], occasional care and early intervention services).								
(e)	Total expenditure for Victoria and SA for some years includes administrative expenditure that is not able to be split by service type. The sum of child care and preschool may not add to 'total expenditure'.								
(f)	2012-13 expenditure on Queensland child care and preschool services has been revised since the previous Report.								
(g)	WA data for preschool service expenditure was affected by an increase in teachers, aides and salaries in 2010-11 and in 2013-14 data exclude amortisation of software of \$214 000.								
(h)	SA data for child care and preschool service expenditure from 2009-10 to 2013-14 have been affected by the realignment of play centres, play groups, children's centres and Learning Together at Home from preschool services to child care services. Also 2012-13 preschool service expenditure for SA has been revised since the previous Report to include expenditure funded from the National Partnership on Universal Access to Early Childhood Education (NP UAECE).								
(i)	Tasmanian child care and total expenditure for 2011-12 and 2012-13 have been revised since the previous Report. Tasmanian preschool administrative expenditure includes teacher salaries as all government preschools have teachers employed by the State Government and also includes funding for non-government preschools.								
(j)	The increase in 2013-14 child care services expenditure for the NT relates to the construction of Child and Family Centres under the Indigenous Early Childhood Development-Child and Family Centres Agreement								

Source: State and Territory governments (unpublished); tables 3A.60, 3A.67, 3A.74, 3A.81, 3A.88, 3A.95, 3A.102 and 3A.109.

TABLE 3A.6

Table 3A.6 **Australian Government funding to State and Territory governments under the *National Partnership Agreement on Universal Access to Early Childhood Education* (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Expenditure on <i>National Partnership on Universal Access to Early Childhood Education</i> funding										
Nominal \$										
2009-10	\$'000	21 579	15 323	34 656	7 700	5 236	1 540	924	1 540	88 498
2010-11	\$'000	26 869	19 303	29 488	9 700	6 596	1 940	1 164	1 940	97 000
2011-12	\$'000	82 269	59 103	90 288	29 700	20 196	5 940	3 564	5 940	297 000
2012-13	\$'000	137 898	109 534	97 597	47 602	30 927	10 415	7 080	5 947	447 000
2013-14	\$'000	39 416	78 324	67 987	43 842	27 289	10 033	5 155	1 536	273 582
Real expenditure (2013-14 \$)										
2009-10	\$'000	23 584	16 746	37 875	8 415	5 722	1 683	1 010	1 683	96 719
2010-11	\$'000	27 959	20 086	30 685	10 094	6 864	2 019	1 211	2 019	100 937
2011-12	\$'000	84 206	60 494	92 414	30 399	20 671	6 080	3 648	6 080	303 992
2012-13	\$'000	139 010	110 417	98 384	47 986	31 176	10 499	7 137	5 995	450 605
2013-14	\$'000	39 416	78 324	67 987	43 842	27 289	10 033	5 155	1 536	273 582

- (a) Time series financial data are adjusted to 2013-14 dollars using the GGFCE chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.
- (b) This funding is supplied to states and territories by the Australian Government under the terms of the *National Partnership Agreement on Universal Access to Early Childhood Education* (until 2013-14 it was called the *National Partnership Agreement on Early Childhood Education*) and is not additional to expenditure recorded in tables 3A.4 and 3A.5. Funding may not be expended in the year of allocation.

Source: Australian Government Department of Education (unpublished).

TABLE 3A.7

Table 3A.7 Comparability of expenditure — items included, 2013-14

	<i>Aus Gov</i>	<i>NSW (a)</i>	<i>Vic (b)</i>	<i>Qld</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT (e)</i>
Superannuation	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Basis of estimate	Accrual	Accrual	na	Accrual	Accrual	Accrual	Funding	Accrual	Accrual
Workers compensation	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Payroll tax	No	Yes	na	No	No	No	No	No	No
Termination and long service leave	Yes	No	na	Yes	Yes	No	Yes	Yes	Yes
Basis of estimate	Accrual	..	na	Actual	Accrual	..	Accrual	Actual	Actual
Sick leave	No	Yes	na	No	Yes	Yes	Yes	Yes	Yes
Basis of estimate	..	Actual	na	..	Actual	Actual	Accrual	Actual	Actual
Depreciation	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Rent	Yes	Yes	na	Yes	Yes	No	Yes	Yes	Yes
Utilities	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Umbrella department costs	No	Yes	na	Yes	Yes	No	Yes	Yes	Yes
Basis of estimate	..	Dept formula	na	Activity based costing	Dept formula	..	Formula	Dept allocation	Dept formula

(a) A 6.5 per cent cost recovery rate is applied to calculate umbrella department costs.

(b) The Victorian government does not directly fund ECEC salary or operational expenses but instead funds services through contributory grants. For this reason expenditure data is not disaggregated into the funding components included in this table.

(c) Data for WA are provided by the Department of Local Government and Communities and the Department of Education. Preschool expenditure includes sick leave, but sick leave for child care expenditure is not included.

(d) Basis of estimate for umbrella department costs is derived by preschool student full time equivalents being apportioned over total school expenditure as per the National Schools Statistics Collection accrual statements.

(e) Termination costs are included. Long service leave costs are not included.

na Not available. .. Not applicable

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

TABLE 3A.8

Table 3A.8 **Children aged 0–12 years attending Australian Government Child Care Benefit (CCB) approved child care services (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006										
Number of children										
0–5 years	no.	182 439	107 639	133 448	41 067	35 227	13 045	10 437	5 145	528 446
6–12 years	no.	65 902	64 215	71 195	17 398	32 373	6 585	6 735	3 288	267 691
All children	no.	248 341	171 854	204 643	58 465	67 600	19 630	17 172	8 433	796 137
Proportion of resident population										
0–5 years	%	35.2	28.9	42.5	26.6	32.9	35.9	42.3	24.4	34.1
6–12 years	%	10.6	14.2	18.5	9.0	23.7	14.2	22.8	14.0	14.2
All children	%	21.8	20.8	29.3	16.8	27.8	23.7	31.7	18.9	23.2
2008										
Number of children										
0–5 years	no.	164 379	100 925	124 259	36 888	34 059	12 206	8 108	3 896	484 721
6–12 years	no.	69 850	59 368	79 256	18 736	32 815	7 947	5 249	2 883	276 104
All children	no.	234 229	160 293	203 515	55 624	66 874	20 153	13 357	6 779	760 825
Proportion of resident population										
0–5 years	%	30.7	25.8	37.2	22.2	30.8	32.7	31.2	18.1	29.9
6–12 years	%	11.3	13.1	20.2	9.5	24.2	17.5	18.0	12.2	14.6
All children	%	20.4	19.0	28.0	15.4	27.2	24.3	24.2	15.0	21.7
2009										
Number of children										
0–5 years	no.	191 017	119 345	146 370	44 859	38 067	14 156	10 008	4 789	567 388
6–12 years	no.	67 313	62 110	70 787	16 729	28 787	7 708	5 430	2 354	260 993
All children	no.	258 330	181 455	217 157	61 588	66 854	21 864	15 438	7 143	828 381
Proportion of resident population										
0–5 years	%	34.8	29.7	42.0	25.8	33.7	37.1	37.3	21.9	33.9
6–12 years	%	10.9	13.7	17.8	8.4	21.4	17.1	18.7	9.9	13.8
All children	%	22.2	21.2	29.1	16.5	27.0	26.3	27.6	15.6	23.2
2010										
Number of children										
0–5 years	no.	208 474	133 639	155 653	48 063	41 220	14 937	11 245	4 894	616 611
6–12 years	no.	68 403	63 103	67 804	16 095	27 674	7 175	5 469	2 302	257 724
All children	no.	276 877	196 742	223 457	64 158	68 894	22 112	16 714	7 196	874 335
Proportion of resident population										
0–5 years	%	37.3	32.5	43.4	26.7	35.8	38.7	40.5	22.1	36.0
6–12 years	%	11.1	13.9	16.9	8.0	20.7	16.1	18.7	9.6	13.5
All children	%	23.6	22.7	29.4	16.8	27.7	26.6	29.3	15.6	24.2
2011										
Number of children										
0–5 years	no.	227 598	148 637	165 538	52 493	44 155	16 010	13 151	5 422	671 455
6–12 years	no.	76 184	65 778	70 547	17 552	28 237	7 238	6 264	2 545	274 079
All children	no.	303 782	214 415	236 085	70 045	72 392	23 248	19 415	7 967	945 534

TABLE 3A.8

Table 3A.8 **Children aged 0–12 years attending Australian Government Child Care Benefit (CCB) approved child care services (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of resident population										
0–5 years	%	40.3	35.5	45.6	28.5	37.9	41.6	46.2	24.5	38.7
6–12 years	%	12.3	14.4	17.4	8.6	21.1	16.3	21.3	10.6	14.3
All children	%	25.6	24.5	30.7	18.0	28.9	28.0	33.5	17.3	25.9
2012										
Number of children										
0–5 years	no.	229 337	151 589	164 967	53 814	44 130	15 456	13 045	5 409	676 280
6–12 years	no.	83 199	70 594	75 290	19 587	28 349	7 150	6 816	2 696	293 511
All children	no.	312 536	222 183	240 257	73 401	72 479	22 606	19 861	8 105	969 791
Proportion of resident population										
0–5 years	%	40.4	35.8	44.8	28.3	37.5	40.4	44.8	24.5	38.5
6–12 years	%	13.3	15.2	18.2	9.4	21.1	16.2	22.7	11.2	15.1
All children	%	26.2	25.0	30.8	18.4	28.8	27.4	33.5	17.5	26.2
2013										
Number of children										
0–5 years	no.	241 230	162 270	171 151	57 739	46 703	15 383	14 389	5 681	712 545
6–12 years	no.	92 436	78 518	80 326	22 655	30 375	6 997	7 414	2 601	320 669
All children	no.	333 666	240 788	251 477	80 394	77 078	22 380	21 803	8 282	1 033 214
Proportion of resident population										
0–5 years	%	42.2	37.3	45.7	29.2	39.2	40.6	47.4	25.4	39.8
6–12 years	%	14.6	16.6	19.1	10.5	22.5	16.0	24.0	10.7	16.2
All children	%	27.7	26.6	31.6	19.5	30.3	27.4	35.6	17.7	27.5
2014										
Number of children										
0–5 years	no.	254 294	176 581	177 112	60 134	48 115	15 360	15 421	5 826	749 408
6–12 years	no.	108 222	92 133	88 219	24 950	32 064	7 144	8 296	2 805	362 123
All children	no.	362 516	268 715	265 331	85 084	80 179	22 504	23 717	8 631	1 111 532
Proportion of resident population										
0–5 years	%	43.4	39.8	46.6	29.6	40.0	40.7	49.3	25.7	41.1
6–12 years	%	16.9	19.1	20.6	11.3	23.5	16.2	26.4	11.4	18.0
All children	%	29.6	29.1	32.8	20.0	31.3	27.5	37.8	18.3	29.0

(a) Data for 2006 are drawn from the respective AGCCCS, while data from 2008 onwards are drawn from Department of Education administrative data. Therefore data from 2008 onwards are not directly comparable to previous years due to the change in the source for data collection.

(b) Children can use more than one type of care. Children attending approved services in 2006 may be counted more than once if attending more than one service during the reference week. In 2008 and 2009, each child attending child care is counted once, even if they attend more than one type of care. From 2010 onwards children are counted once for each care type they use.

(c) Attendance counted as the number of children attending approved care in all services except vacation care during the weeks 23–29 March 2009, 17–24 February 2008 and 8–14 May 2006. The week in which vacation care attendance were measured varied due to different vacation care periods across Australia. Attendance for 2010 and onwards data relate to the March quarter.

Table 3A.8 **Children aged 0–12 years attending Australian Government Child Care Benefit (CCB) approved child care services (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) Children from Aboriginal and Torres Strait Islander play groups and enrichment programs were not included because ages are not collected for these children.

(e) Proportion of resident population estimated using the ABS ERP as at 31 December of the previous calendar year. ERP is based on the *2011 Census of Population and Housing*. Population and Australian Government data may be out of sequence due to different data collection periods.

Source: Australian Government Department of Education (unpublished) administrative data collection and *Australian Government Census of Child Care Services 2006*; table 3A.2.

TABLE 3A.9

Table 3A.9 **Children attending Australian Government CCB approved child care services, by age, 2014 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children attending Australian Government CCB approved child care services										
0 years	no.	8 191	7 691	7 276	2 433	1 964	698	669	267	29 034
1 year	no.	35 304	30 564	28 080	10 332	8 025	2 512	2 825	1 050	118 099
2 years	no.	55 663	38 631	38 036	14 369	10 364	3 308	3 407	1 351	164 339
3 years	no.	64 097	41 856	42 235	15 273	11 511	3 644	3 460	1 337	182 582
4 years	no.	59 390	35 212	37 892	10 914	9 798	3 061	3 027	1 077	159 738
5 years	no.	31 649	22 627	23 593	6 813	6 453	2 137	2 033	744	95 616
0–5 years	no.	254 294	176 581	177 112	60 134	48 115	15 360	15 421	5 826	749 408
6–12 years	no.	108 222	92 133	88 219	24 950	32 064	7 144	8 296	2 805	362 123
All children	no.	362 516	268 715	265 331	85 084	80 179	22 504	23 717	8 631	1 111 532
Proportion of population who are attending Australian Government CCB approved child care services										
0 years	%	8.1	10.3	11.5	7.1	9.7	11.5	12.0	6.8	9.4
1 year	%	36.2	39.9	44.1	30.1	40.1	40.7	53.0	26.4	38.4
2 years	%	57.1	52.3	60.2	42.5	51.8	52.6	65.4	35.8	54.1
3 years	%	66.3	57.5	67.2	45.5	58.1	58.4	67.2	36.2	60.7
4 years	%	61.3	48.1	59.5	32.5	48.8	47.9	59.1	29.2	52.8
5 years	%	32.9	31.2	37.0	20.3	32.1	32.8	41.3	20.3	31.7
0–5 years	%	43.4	39.8	46.6	29.6	40.0	40.7	49.3	25.7	41.1
6–12 years	%	16.9	19.1	20.6	11.3	23.5	16.2	26.4	11.4	18.0
All children	%	29.6	29.1	32.8	20.0	31.3	27.5	37.8	18.3	29.0

(a) Children can use more than one type of care and may be counted more than once for each type of care they use.

(b) Attendance data for 2014 relate to the March quarter.

(c) Proportion of population is estimated using the ABS ERP as at 31 December 2013, based on the 2011 *Census of Population and Housing*. Population and Australian Government data may be out of sequence due to difference in data collection periods.

Source: Australian Government Department of Education (unpublished) administrative data collection; table 3A.2.

TABLE 3A.10

Table 3A.10 **Children attending Australian Government CCB approved and State and Territory government funded and/or provided child care, 2013-14 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Children attending Australian Government CCB approved child care services										
Number of children										
0–5 years	no.	254 294	176 581	177 112	60 134	48 115	15 360	15 421	5 826	749 408
6–12 years	no.	108 222	92 133	88 219	24 950	32 064	7 144	8 296	2 805	362 123
0–12 years	no.	362 516	268 714	265 331	85 084	80 179	22 504	23 717	8 631	1 111 531
Proportion of resident population										
0–5 years	%	43.4	39.8	46.6	29.6	40.0	40.7	49.3	25.7	41.1
6–12 years	%	16.9	19.1	20.6	11.3	23.5	16.2	26.4	11.4	18.0
0–12 years	%	29.6	29.1	32.8	20.0	31.3	27.5	37.8	18.3	29.0
Children attending State and Territory Government funded and/or provided child care services										
Number of children										
0–5 years	no.	na	na	1 249	na	3 500	382	na	na	5 131
6–12 years	no.	na	na	132	na	40	77	na	na	249
0–12 years	no.	na	na	1 381	na	3 540	459	na	na	5 380
Proportion of resident population										
0–5 years	%	na	na	0.3	na	2.9	1.0	na	na	0.3
6–12 years	%	na	na	–	na	–	0.2	na	na	–
0–12 years	%	na	na	0.2	na	1.4	0.6	na	na	0.1
Children attending Australian Government CCB approved and State and Territory Government funded and/or provided child care services (e)										
Number of children										
0–5 years	no.	254 294	176 581	178 361	60 134	51 615	15 742	15 421	5 826	754 539
6–12 years	no.	108 222	92 133	88 351	24 950	32 104	7 221	8 296	2 805	362 372
0–12 years	no.	362 516	268 714	266 712	85 084	83 719	22 963	23 717	8 631	1 116 911
Proportion of resident population										
0–5 years	%	43.4	39.8	46.9	29.6	42.9	41.8	49.3	25.7	41.3

TABLE 3A.10

Table 3A.10 **Children attending Australian Government CCB approved and State and Territory government funded and/or provided child care, 2013-14 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
6–12 years	%	16.9	19.1	20.6	11.3	23.6	16.4	26.4	11.4	18.0
0–12 years	%	29.6	29.1	33.0	20.0	32.7	28.1	37.8	18.3	29.1

(a) See source tables for footnotes.

(b) Proportion of resident population estimated using the ABS ERP as at 31 December 2013, based on the *2011 Census of Population and Housing*. Population and children attending child care data may be out of sequence due to difference in data collection periods.

(c) Reliable data from NSW Government funded child care services are unavailable from 2011-12. Previously, the Department has provided estimates for the years 2011-12 and 2012-13 to avoid a break in the series. These data are not considered accurate.

(d) Data for Australia are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data.

(e) Where data could be reported by State and Territory governments (Queensland, SA and Tasmania) there may be some double counting of children across State and Territory, and Australian, government collections. For NSW, Victoria, WA, ACT and the NT, the total number of children attending child care services represents an undercount as data for State and Territory Government funded and/or provided services could not be reported.

na Not available. – Nil or rounded to zero.

Source: Australian, State and Territory governments (unpublished); tables 3A.2, 3A.8, 3A.62, 3A.69, 3A.76, 3A.83, 3A.90, 3A.97, 3A.104, 3A.111.

TABLE 3A.11

Table 3A.11 **Average attendance at Australian Government CCB approved child care services, children aged 0–12 years (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
Long day care	hrs/wk	24.8	26.2	27.8	22.9	23.8	21.4	27.9	35.4	25.7
Family day care	hrs/wk	18.7	20.3	19.7	18.3	20.3	14.8	23.5	27.2	19.3
Vacation care	hrs/wk	29.4	28.9	30.7	29.4	26.5	24.6	31.7	40.2	29.3
OSHC (d)	hrs/wk	8.0	6.4	7.9	7.4	6.1	6.4	8.0	11.8	7.4
Occasional care	hrs/wk	12.1	9.2	13.0	10.3	11.4	10.3	14.4	–	11.2
In home care	hrs/wk	27.1	23.4	31.6	21.9	23.8	21.4	20.9	–	26.6
2011										
Long day care	hrs/wk	25.0	25.9	27.8	23.1	22.7	19.3	26.7	34.3	25.6
Family day care	hrs/wk	18.7	20.9	19.9	18.3	19.9	14.7	23.3	24.7	20.0
Vacation care	hrs/wk	28.3	27.2	28.3	28.6	25.9	23.9	29.2	39.6	28.9
OSHC (d)	hrs/wk	7.8	5.4	7.7	7.8	5.4	5.6	6.6	11.5	7.2
Occasional care	hrs/wk	12.1	8.2	13.1	11.1	10.9	10.8	13.3	–	9.9
In home care	hrs/wk	26.3	22.9	32.7	22.7	22.1	17.6	16.9	–	20.1
2012										
Long day care	hrs/wk	26.5	27.7	29.4	24.7	24.9	22.4	29.1	36.1	27.3
Family day care	hrs/wk	20.1	27.2	21.2	20.2	20.9	15.2	25.5	26.8	22.2
Vacation care	hrs/wk	28.7	28.4	30.3	29.3	26.5	24.4	29.3	40.1	28.9
OSHC (d)	hrs/wk	10.1	7.9	10.0	9.2	7.8	7.2	9.1	12.3	9.2
Occasional care	hrs/wk	13.0	9.6	14.3	11.8	11.5	12.2	17.6	–	12.2
In home care	hrs/wk	28.2	24.1	35.0	23.0	21.0	18.1	22.5	–	28.1
2013										
Long day care	hrs/wk	26.9	27.9	29.7	25.0	24.8	22.5	29.7	35.9	27.6
Family day care	hrs/wk	22.5	30.2	24.2	25.2	23.4	16.0	25.0	27.4	25.3
Vacation care	hrs/wk	28.7	28.5	30.6	29.0	25.9	24.4	30.3	40.6	28.9
OSHC (d)	hrs/wk	8.0	6.4	7.9	7.3	6.2	6.6	8.1	12.0	7.4
Occasional care	hrs/wk	13.3	8.6	13.5	11.2	8.8	12.4	16.5	–	11.4
In home care	hrs/wk	26.5	24.8	33.8	26.4	20.7	16.4	21.3	–	27.4
2014										
Long day care	hrs/wk	27.1	28.0	29.9	24.6	24.6	23.0	29.3	35.1	27.7
Family day care	hrs/wk	27.5	34.2	27.0	27.1	28.0	15.7	27.6	28.3	29.5
Vacation care	hrs/wk	28.4	27.7	29.9	28.7	25.4	24.4	29.7	39.3	28.4
OSHC (d)	hrs/wk	10.2	7.8	10.1	8.8	7.7	7.3	9.1	12.3	9.3
Occasional care	hrs/wk	13.8	8.4	11.6	10.6	10.7	15.2	18.6	–	11.4
In home care	hrs/wk	24.3	23.2	31.4	24.8	21.3	16.6	44.1	–	25.7

(a) Average attendance hours are defined as the total hours attended within each sector and dividing by the number of children who attended in the reference week (excludes allowable absences).

(b) Children can use more than one type of care. Children attending approved services may be counted more than once if attending more than one service during the reference period.

(c) Data are for the March quarter each year.

(d) OSHC includes before school hours care and after school hours care.

Table 3A.11 Average attendance at Australian Government CCB approved child care services, children aged 0–12 years (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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– Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished) administrative data collection.

TABLE 3A.12

Table 3A.12 Representation of special needs groups attending Australian Government CCB approved child care services (per cent), by age group (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Children from non-English speaking backgrounds (NESB)									
Children aged 0–5 in child care services, 2013	23.0	25.6	9.7	14.3	12.4	3.9	17.0	12.5	18.5
Children aged 0–5 in the community, 2011	25.0	24.8	14.1	18.9	16.7	8.1	20.8	38.7	21.2
Children aged 6–12 in child care services, 2013	17.6	23.2	7.8	11.2	7.3	2.5	14.4	7.1	14.8
Children aged 6–12 in the community, 2011	22.5	22.1	12.4	17.2	14.8	6.7	17.7	41.1	19.0
Aboriginal and Torres Strait Islander children									
Children aged 0–5 in child care services, 2013	3.1	0.9	4.3	2.8	1.9	5.9	1.4	11.2	2.9
Children aged 0–5 in child care services, 2014	2.8	0.8	4.1	2.5	1.7	5.6	1.2	8.9	2.6
Children aged 0–5 in the community, 2013	5.3	1.7	8.0	6.2	4.6	9.7	2.8	38.6	5.5
Children aged 6–12 in child care services, 2013	2.1	0.6	3.3	2.1	1.7	5.2	1.3	13.0	2.1
Children aged 6–12 in child care services, 2014	1.9	0.7	3.3	2.3	1.6	4.8	1.1	11.4	2.1
Children aged 6–12 in the community, 2013	5.5	1.6	7.8	6.7	4.4	9.0	2.8	44.4	5.6
Children from low-income families									
Children aged 0–5 in child care services, 2013	25.7	25.7	28.8	22.1	24.1	30.0	8.2	14.9	25.6
Children aged 0–5 in child care services, 2014	16.0	13.8	16.3	12.6	14.3	16.9	5.8	9.7	15.0
Children aged 0–5 in the community, 2011-12	22.2	17.6	23.5	14.1	24.0	28.3	8.9	15.9	20.4
Children aged 6–12 in child care services, 2013	21.1	27.4	24.9	23.5	23.0	26.5	6.3	13.3	23.6
Children aged 6–12 in child care services, 2014	7.2	7.8	8.0	7.5	9.6	8.7	2.6	5.3	7.7
Children aged 6–12 in the community, 2011-12	22.9	23.1	19.6	13.5	19.9	25.6	6.6	28.5	20.9
Children with disability									
Children aged 0–5 in child care services, 2013	4.0	2.3	2.1	2.0	3.4	2.0	2.6	2.8	2.9
Children aged 0–5 in the community, 2012	4.1	4.0	3.3	4.1	6.2	6.4	4.0	3.3	4.1
Children aged 6–12 in child care services, 2013	3.4	2.8	2.8	2.5	5.5	3.4	3.3	8.2	3.3
Children aged 6–12 in the community, 2012	9.3	8.2	9.5	10.3	7.5	11.3	10.4	6.3	9.0
Children from regional areas									
Children aged 0–5 in child care services, 2013	23.4	20.7	30.9	15.7	17.2	99.1	0.1	78.4	25.2
Children aged 0–5 in child care services, 2014	23.0	19.4	30.1	15.4	15.9	99.2	0.5	76.7	24.3
Children aged 0–5 in the community, 2013	23.8	22.9	35.2	16.8	22.8	98.2	0.2	52.1	26.6
Children aged 6–12 in child care services, 2013	19.0	16.1	26.9	10.9	13.7	99.3	–	86.4	21.1
Children aged 6–12 in child care services, 2014	17.2	13.8	26.2	11.2	13.2	99.6	–	82.2	19.6
Children aged 6–12 in the community, 2013	26.9	25.2	36.8	18.5	25.1	98.1	0.2	49.1	29.0
Children from remote areas									
Children aged 0–5 in child care services, 2013	0.2	–	1.1	4.1	1.9	0.9	..	21.6	1.0
Children aged 0–5 in child care services, 2014	0.2	–	1.2	4.4	2.4	0.9	..	21.5	1.0
Children aged 0–5 in the community, 2013	0.6	0.1	3.7	7.0	3.9	1.8	..	47.9	2.7
Children aged 6–12 in child care services, 2013	0.1	–	0.8	2.0	0.8	0.7	..	13.6	0.6
Children aged 6–12 in child care services, 2014	0.1	–	0.7	2.1	1.1	0.4	..	18.0	0.6
Children aged 6–12 in the community, 2013	0.6	0.1	3.4	7.2	4.0	1.9	..	50.9	2.7

(a) Refer to table 3A.13 for complete footnotes.

Table 3A.12 Representation of special needs groups attending Australian Government CCB approved child care services (per cent), by age group (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) Excludes children aged 6–12 years attending occasional care services. The number of children aged 6–12 years using occasional care services were too small to be included here.

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

.. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013* and administrative data collection; ABS (unpublished) *Household Income and Income Distribution, Australia, 2011-12*, Cat. no. 6523.0; *2011 Census of Population and Housing, Disability, Ageing and Carers, Australia: Summary of Findings, 2012*, Cat. no. 4430.0; *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (Series B)*, Cat. no. 3238.0; *Population by Age and Sex, Regions of Australia, 2013*, Cat. no. 3235.0, Canberra.

TABLE 3A.13

Table 3A.13 Representation of special needs groups attending Australian Government CCB approved child care services, children aged 0–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Children from NESB (d), (e)									
Representation in child care services									
2004	17.4	13.5	6.3	7.9	6.9	3.4	12.1	8.1	11.6
2006	17.0	12.8	5.1	6.4	8.0	2.5	9.7	8.5	10.9
2008-09	18.0	17.2	7.3	9.7	9.3	4.2	10.3	11.5	13.2
2010	19.7	17.2	6.5	9.8	7.8	3.2	13.1	11.0	13.7
2013	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3
Representation in the community, 2011 (e)	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0
Aboriginal and Torres Strait Islander children (f)									
Representation in child care services									
2013	2.8	0.8	4.0	2.6	1.8	5.7	1.4	11.8	2.6
2014	2.6	0.8	3.8	2.5	1.6	5.3	1.2	9.7	2.4
Representation in the community, 2013 (f)	5.4	1.6	7.9	6.4	4.5	9.3	2.8	41.6	5.6
Children from low-income families (g)									
Representation in child care services									
2006	25.2	26.5	28.6	27.6	29.3	29.1	10.4	17.5	26.6
2008-09	24.4	23.7	24.7	22.7	24.6	24.8	9.6	16.2	23.9
2010	24.1	24.0	24.9	22.7	24.1	24.8	8.8	14.4	23.9
2013	24.4	26.2	27.5	22.5	23.6	28.9	7.6	14.4	25.0
2014	13.4	11.8	13.5	11.1	12.4	14.3	4.7	8.3	12.6
Representation in the community, 2011-12 (g)	22.5	20.4	21.4	13.8	21.9	26.9	7.8	22.5	20.7
Children with disability (h)									
Representation in child care services									
2004	2.1	2.0	2.0	1.7	3.5	2.2	2.1	2.4	2.1
2006	3.1	2.4	2.2	2.5	3.8	2.3	1.8	3.7	2.7
2008-09	3.8	2.5	2.6	2.5	5.5	2.7	1.9	3.7	3.2
2010	3.3	2.2	1.9	2.2	3.6	2.0	1.9	2.7	2.6
2013	3.8	2.5	2.4	2.1	4.2	2.4	2.8	4.7	3.0
Representation in the community, 2012 (h)	6.8	6.3	6.4	7.4	6.7	9.3	7.0	4.0	6.7
Children from regional and remote areas (i)									
Regional									
Representation in child care services (j)									
2006	25.6	25.0	36.6	18.9	17.9	99.4	0.1	77.3	29.0
2008-09	26.3	24.6	32.5	20.5	19.4	99.2	0.1	79.1	28.5
2010	26.0	23.6	32.4	20.6	18.7	100.4	186.0	79.9	28.0
2013	22.3	19.3	29.8	14.5	15.9	100.3	21.0	81.1	24.1
2014	21.4	17.6	28.9	14.2	14.8	100.5	77.0	78.5	22.9
Representation in the community, 2013 (i)	25.4	24.1	36.1	17.7	24.0	98.1	0.2	50.5	27.9

Table 3A.13 Representation of special needs groups attending Australian Government CCB approved child care services, children aged 0–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote									
Representation in child care services									
2006	0.3	–	1.3	3.7	2.0	0.6	..	22.7	1.1
2008-09	0.2	–	1.1	3.4	1.7	0.8	..	21.0	1.0
2010	0.2	–	1.2	3.3	1.8	0.6	..	20.2	0.9
2013	0.2	–	1.0	3.5	1.5	0.9	..	19.1	0.9
2014	0.2	–	1.0	3.7	1.9	0.7	..	20.4	0.9
Representation in the community, 2013 (i)	0.6	0.1	3.5	7.1	3.9	1.9	..	49.5	2.7

- (a) Data in italics have relative standard errors above 25 per cent, and need to be used with caution.
- (b) Data for 2004 and 2006 are drawn from the respective AGCCCS, while data for 2008-09 are drawn from the AGCCPS and DEEWR administrative data. Data from 2008-09 are not comparable to previous years due to the change in the source for data collection.
- (c) Children attending approved services in 2004, 2006, 2010 and 2013 may be counted more than once if attending more than one service during the reference week. In 2008-09, children are counted once for each care type they used.
- (d) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, as data from these service types were not available.
- (e) Children from NESB in child care services are children who speak, or whose parent/guardian speak a language other than English at home. Data on representation in child care services are from the *2013 National Early Childhood Education and Care Workforce Census*. Data on representation in the community refer to the proportion of children who do not speak English as their main language at home as estimated from the *ABS 2011 Census of Population and Housing*.
- (f) Aboriginal and Torres Strait Islander children in child care services are children who child care services identified as being of Aboriginal or Torres Strait Islander origin. Data on representation in child care services are from Australian Government administrative data for the March quarter. The representation in the community data are derived from the *ABS Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, for 30 June 2013.
- (g) Children from low income families include those families in receipt of the maximum rate of Child Care Benefit (CCB). The maximum CCB rate was \$31 755 in 2003-04, \$33 361 in 2005-06, \$35 478 in 2007-08, \$36 573 in 2008-09, \$37 960 in 2009-10 and \$39 785 in 2011-12. Data on representation in child care services are from Australian Government administrative data for the March quarter. The data showing representation children from low income families in the community are drawn from *ABS Household Income and Income Distribution, Australia, 2011-12*.
- (h) Children with disability in child care services are children who child care services identify as having continuing disability including intellectual, sensory or physical impairment. Data on representation in child care services are from the *2013 National Early Childhood Education and Care Workforce Census*. Data on representation in the community refer to children with any limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. These data were obtained from *ABS Disability, Ageing and Carers, Australia, 2012*.
- (i) Regional and remote areas are based upon the ABS' Australian Statistical Geography Standard (ASGS) 2011. Regional areas include inner regional and outer regional areas. Remote areas include remote and very remote areas. Children can use care in multiple regions and states and territories, and may be counted in more than one region. Data on representation in child care services are from Australian Government administrative data for the March quarter. Data on representation in the community are estimated from unpublished ABS population data. They are for 30 June 2013 and are preliminary.

Table 3A.13 Representation of special needs groups attending Australian Government CCB approved child care services, children aged 0–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(j) The proportion of children from regional areas in child care services can exceed 100 per cent. This may occur because although the number of children in child care services is a unique count for each state and territory, children can be counted in more than one remoteness area.

.. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013*; administrative data collection, *Australian Government Census of Child Care Services 2006* and *Australian Government Child Care Provider Survey 2007-08*; FaCSIA (unpublished) *Australian Government Census of Child Care Services 2004*; ABS (unpublished) *Household Income and Income Distribution, Australia, 2011-12*, Cat. no. 6523.0; *2011 Census of Population and Housing, Disability, Ageing and Carers, Australia, 2012 TableBuilder*, Cat. no. 4430.0; *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; *Population by Age and Sex, Regions of Australia, 2013*, Cat. no. 3235.0.

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2013 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (j)</i>	<i>Aust (k)</i>
Children from NESB										
Child care services										
Number of children aged 0–12 years	no.	na	na	96	na	260	7	na	na	363
Representation in child care services	%	na	na	7.0	na	7.3	1.5	na	na	6.7
Representation of children aged 0–12 years in the community, 2011	%	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0
Preschool programs										
Number of children aged 3–5 years (l)	no.	9 086	9 437	4 014	na	1 910	195	1 253	na	25 895
Representation in preschool programs	%	17.0	12.8	8.1	na	10.5	2.9	27.6	na	10.6
Number of children in the YBFS	no.	6 820	9 437	3 975	na	1 790	195	1 187	na	23 404
Representation in preschool programs in the YBFS	%	17.8	12.9	8.2	na	10.2	2.9	27.6	na	10.5
Representation of children aged 3–5 years in the community, 2011	%	23.7	23.4	13.2	17.7	15.4	7.4	19.6	39.3	20.0
Children with disability										
Child care services										
Number of children aged 0–12 years (m)	no.	na	na	100	na	140	8	na	na	248
Representation in child care services	%	na	na	7.2	na	4.0	1.7	na	na	4.6
Representation of children aged 0–12 years in the community, 2012	%	6.8	6.3	6.4	7.4	6.7	9.3	7.0	4.0	6.7
Preschool programs										
Number of children aged 3–5 years (l), (m)	no.	5 164	3 033	1 290	1 110	2 390	309	223	176	13 695
Representation in preschool programs	%	9.6	4.1	2.6	3.1	13.2	4.6	4.9	4.9	5.6
Number of children in the YBFS	no.	4 085	3 033	1 193	1 016	2 310	309	153	112	12 211
Representation in preschool programs in the YBFS	%	10.7	4.2	2.5	3.1	13.2	4.6	3.6	3.4	5.5

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2013 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (j)</i>	<i>Aust (k)</i>
Representation of children aged 3–5 years in the community, 2012	%	6.2	6.9	4.2	7.1	9.2	9.0	4.7	np	6.2
Aboriginal and Torres Strait Islander children										
Child care services										
Number of children aged 0–12 years	no.	na	na	227	na	110	19	na	na	356
Representation in child care services	%	na	na	16.4	na	3.1	4.1	na	na	6.6
Representation of children aged 0–12 years in the community, 2013	%	5.4	1.6	7.9	6.4	4.5	9.3	2.8	41.6	5.6
Preschool programs										
Number of children aged 3–5 years	no.	4 902	1 084	3 641	2 271	1 479	575	192	1 565	15 710
Representation in preschool programs	%	4.5	1.3	5.2	6.6	7.6	8.3	2.8	39.7	4.7
Number of children in the YBFS	no.	3 121	982	3 318	2 094	902	563	129	1 286	12 400
Representation in preschool programs in the YBFS	%	4.5	1.3	5.3	6.4	5.4	8.4	2.4	38.1	4.5
Representation of children aged 3–5 years in the community, 2013	%	5.3	1.7	8.0	6.3	4.6	9.8	2.7	40.0	5.6
Children from regional areas										
Child care services										
Number of children aged 0–12 years	no.	na	na	576	na	1 230	475	na	na	2 281
Representation in child care services	%	na	na	41.7	na	34.7	103.5	na	na	42.4
Representation of children aged 0–12 years in the community, 2013	%	25.4	24.1	36.1	17.7	24.0	98.1	0.2	50.5	27.9
Preschool programs										
Number of children aged 3–5 years	no.	32 453	19 879	23 019	6 079	4 542	6 857	201	1 998	95 027
Representation in preschool programs	%	29.9	23.7	33.2	17.8	23.5	98.5	3.0	50.7	28.5
Number of children in the YBFS	no.	19 908	18 412	20 788	5 851	4 029	6 638	168	1 799	77 586

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2013 (a), (b), (c), (d), (e)**

	Unit	NSW (f)	Vic (g)	Qld (h)	WA	SA (i)	Tas	ACT	NT (j)	Aust (k)
Representation in preschool programs in the YBFS	%	28.6	24.2	33.5	17.8	24.1	98.5	3.1	53.3	28.4
Representation of children aged 3–5 years in the community, 2013	%	25.1	23.9	35.7	17.3	23.9	98.2	0.2	50.3	27.6
Children from remote areas										
Child care services										
Number of children aged 0–12 years	no.	na	na	473	na	490	–	..	na	963
Representation in child care services	%	na	na	34.3	na	13.8	–	..	na	17.9
Representation of children aged 0–12 years in the community, 2013	%	0.6	0.1	3.5	7.1	3.9	1.9	..	49.5	2.7
Preschool programs										
Number of children aged 3–5 years	no.	898	34	2 086	2 567	807	102	..	1 860	8 361
Representation in preschool programs	%	0.8	–	3.0	7.5	4.2	1.5	..	47.2	2.5
Number of children in the YBFS	no.	557	34	1 816	2 459	673	98	..	1 515	7 161
Representation in preschool programs in the YBFS	%	0.8	–	2.9	7.5	4.0	1.5	..	44.9	2.6
Representation of children aged 3–5 years in the community, 2013	%	0.6	0.1	3.7	7.2	3.9	1.8	..	49.7	2.7

(a) Preschool data for children from NESB and children with disability are from State and Territory governments (for July/August 2013) and cover State and Territory government funded and/or provided services. These data for NSW do not include children receiving a preschool program from a long day care centre. Preschool data for Aboriginal and Torres Strait Islander children and children from regional and remote areas are from the National Early Childhood Education and Care (NECECC) (August 2013) published by ABS in *Preschool Education, Australia, 2013*. Data from the NECECC include children receiving a preschool program from a long day centre and relate to both Government funded and unfunded programs. Due to the different data sources for preschool data for special needs groups, caution should be used when making comparisons across special needs groups. All child care data are from State and Territory governments and represent children from special needs groups in State and Territory government funded and/or provided child care. Only Queensland, SA and Tasmania can report data on child care usage in State and Territory government funded and/or provided child care services. The majority of child care usage data are reported by the Australian Government (for CCB approved child care services). See tables 3A.12 and 3A.13.

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2013 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (j)</i>	<i>Aust (k)</i>
(b)	Data for children from NESB and children with disability in a preschool program include only State and Territory government funded or provided preschool services. Data on preschool programs for Aboriginal and Torres Strait Islander children and children from regional and remote areas include preschool programs as defined by the scope of the NECECC. This means preschool programs are included irrespective of the type of institution that provides it or whether it is government funded or privately provided. Regional and remote areas are based upon the ABS' Australian Statistical Geography Standard (ASGS) 2011.									
(c)	Data on children enrolled in preschool programs are for July/August 2013. An exception to this is SA data for children from NESB and children with disability which are reported for May 2014 due to the transition from a quarterly intake of preschool enrolments causing abnormal enrolment numbers in 2013. All child care usage data represent July/August/September 2013.									
(d)	Children in preschool programs includes children aged 3–5 years on 1 July 2013. However, some 3 year old children attending a preschool program may not be included in the NECECC and therefore data may represent an under count. Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year. Children in child care include children aged 0–12 years.									
(e)	Data for the representation in the community for children from NESB are estimated from the ABS 2011 Census of Population and Housing. Data for the representation of children with disability in the community were obtained from ABS Disability, Ageing and Carers, Australia, 2012, while Aboriginal and Torres Strait Islander data are from the ABS Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001-2026. Data for the representation of children from regional and remote areas in the community are estimated using unpublished population data from the ABS. Data are for 30 June 2013 and are preliminary. Regional and remote areas are based upon the ABS' Australian Statistical Geography Standard (ASGS) 2011. Regional areas include inner regional and outer regional areas. Remote areas include remote and very remote areas. Due to the various data sources used in different years caution should be used when making comparisons with data from earlier years in previous Reports.									
(f)	Not all children undertaking a preschool program in a long day care setting in NSW are captured in the relevant data collections, resulting in an undercount for NSW.									
(g)	Victorian data for children from NESB and with disability in preschool programs only include the 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds.									
(h)	Queensland child care data refer to children enrolled in funded child care services i.e. occasional care (limited hours care) and vacation care (Vacation Access Care) services only.									
(i)	SA data should be used with caution as enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.									
(j)	Preschool data for children with disability in the NT include some children aged greater than 5 years.									

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2013 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA (i)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (j)</i>	<i>Aust (k)</i>
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(k) Data for Australia for children from NESB enrolled in a preschool program, are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data.

(l) Data exclude innovative or flexible services that receive direct funding from the Australian Government and are targeted towards children from these groups. Data for Tasmania only include children enrolled in preschool in non-government school settings.

(m) Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions.

na Not available. **..** Not applicable. **np** Not published.

Source: ABS (unpublished TableBuilder) *Preschool Education, Australia, 2013*, Cat. no. 4240.0; (unpublished) *2011 Census of Population and Housing; (unpublished) Disability, Ageing and Carers, Australia, 2012 TableBuilder*, Cat. no. 4430.0; (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; (unpublished) *Population by Age and Sex, Regions of Australia, 2013*, Cat. no. 3235.0, Canberra; State and Territory governments (unpublished).

Table 3A.15 Children aged 4 and 5 years enrolled in and attending a preschool program in the year before full time schooling (YBFS) who are disadvantaged (a) (b)

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d), (e)</i>	<i>WA (e)</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
2012										
Children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	no.	12 659	11 023	np	3 697	4 787	2 098	113	986	35 363
Attending in the YBFS	no.	12 228	10 356	np	np	4 700	2 058	np	830	30 172
Children aged 4 and 5 years										
Enrolled in the YBFS	no.	62 744	73 842	52 803	32 043	18 837	6 646	5 006	3 222	255 143
Attending in the YBFS	no.	61 378	70 551	51 394	32 033	18 579	6 543	4 902	2 908	248 288
Proportion of children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	%	20.2	14.9	np	11.5	25.4	31.6	2.3	30.6	13.9
Attending in the YBFS	%	19.9	14.7	np	np	25.3	31.5	np	28.5	12.2
2013										
Children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	no.	15 129	12 163	10 396	3 912	3 998	2 283	96	857	48 823
Attending in the YBFS	no.	14 759	11 450	10 135	3 912	3 934	2 222	91	645	47 150
Children aged 4 and 5 years										
Enrolled in the YBFS	no.	69 667	76 048	62 047	32 834	16 684	6 741	5 425	3 374	272 810
Attending in the YBFS	no.	68 395	72 848	60 605	32 818	16 485	6 596	5 335	2 979	266 062
Proportion of children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	%	21.7	16.0	16.8	11.9	24.0	33.9	1.8	25.4	17.9
Attending in the YBFS	%	21.6	15.7	16.7	11.9	23.9	33.7	1.7	21.7	17.7
Community representation of children aged 4 and 5 years old who are disadvantaged (i)										
	%	23.6	16.6	18.8	13.0	23.9	33.2	1.3	34.3	19.7

(a) Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year.

(b) Disadvantage is defined for this measure to be children residing in an area with a SEIFA IRSD quintile of 1. SEIFA IRSD has been derived at the Statistical Area Level 1 and disaggregated into quintiles. Areas with a SEIFA IRSD quintile of 1 are not evenly distributed across Australia.

Table 3A.15 Children aged 4 and 5 years enrolled in and attending a preschool program in the year before full time schooling (YBFS) who are disadvantaged (a) (b)

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d), (e)</i>	<i>WA (e)</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
(c)	Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.									
(d)	2012 child level enrolment and attendance data for Queensland were not available and episode of enrolment and attendance data were used instead. An episode is a record of enrolment or attendance at a preschool program. Children may be enrolled in or attend more than one preschool program so will be counted more than once in episode counts where they are enrolled in or attend more than one preschool program. These data are included in the national total. Care should be taken when comparing Queensland data from 2012 to 2013.									
(e)	Care should be taken when interpreting 2013 Queensland and WA data as there may be some duplication of children across different provider types. This is due to the inclusion of child aggregate data from some service providers. In WA, 2012 attendance rates have been applied to enrolment counts to estimate the number of children attending. These figures are indicative only. For 2013 WA preschool attendance data have been used as a proxy for enrolment data.									
(f)	SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.									
(g)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.									
(h)	Data for Australia for children aged 4 and 5 years attending in the YBFS who are disadvantaged are the total of the sum of the states and territories for which data are available.									
(i)	The proportion of 4 and 5 year olds in the community who are disadvantaged (reside in SEIFA IRSD quintile of 1). Estimates are preliminary for 30 June 2013 and have been aggregated based on Statistical Areas Level 1.									

np Not published.

Source: Derived from ABS 2013 and 2014, *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0; (unpublished) *Population by Age and Sex, Regions of Australia, 2013* (Cat. no. 3235.0), Canberra.

TABLE 3A.16

Table 3A.16 **Children enrolled in a preschool program, by sector and age (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
2012										
Children aged 4 and 5 years enrolled in a preschool program in the YBFS										
Government preschool	no.	5 186	10 441	2 072	22 958	13 313	4 852	3 488	2 898	65 208
Non-government preschool	no.	24 879	37 837	17 944	8 259	1 191	1 512	–	193	91 815
Total preschool (i)	no.	30 565	48 319	20 016	31 231	14 551	6 370	3 554	3 107	157 713
Preschool program within a long day care centre	no.	32 179	25 523	32 787	812	4 286	276	1 452	115	97 430
Total	no.	62 744	73 842	52 803	32 043	18 837	6 646	5 006	3 222	255 143
Proportion of children enrolled in a preschool program in the YBFS (j)										
Government preschool	%	5.5	14.6	3.3	70.6	67.0	74.7	73.5	78.6	22.0
Non-government preschool	%	26.2	53.1	28.7	25.4	6.0	23.3	–	5.2	31.0
Total preschool (i)	%	32.2	67.8	32.0	96.1	73.2	98.0	74.9	84.3	53.3
Preschool program within a long day care centre	%	33.9	35.8	52.5	2.5	21.6	4.2	30.6	3.1	32.9
Total	%	66.0	103.6	84.5	98.6	94.8	102.3	105.4	87.4	86.2
Children aged 3 years enrolled in a preschool program (k)										
Government preschool	no.	740	3	34	206	2 856	–	183	262	4 284
Non-government preschool	no.	13 580	12	1 667	25	344	np	–	85	15 713
Total preschool (i)	no.	14 445	15	1 701	231	3 200	np	190	348	20 130
Preschool program within a long day care centre	no.	22 526	3 726	3 816	1 120	1 900	np	530	3	33 621
Total	no.	36 971	3 741	5 517	1 351	5 100	221	720	351	53 972
Proportion of 3 year old children enrolled in a preschool program (k), (l)										
Government preschool	%	0.8	0.0	0.1	0.6	14.2	–	3.7	7.0	1.4
Non-government preschool	%	14.1	0.0	2.6	0.1	1.7	np	–	2.3	5.2
Total preschool (i)	%	15.0	0.0	2.7	0.7	15.9	np	3.8	9.3	6.7
Preschool program within a long day care centre	%	23.3	5.2	6.0	3.5	9.4	np	10.6	0.1	11.2
Total	%	38.3	5.2	8.7	4.2	25.4	3.4	14.4	9.4	18.0
Children enrolled in a preschool program, by age										

TABLE 3A.16

Table 3A.16 **Children enrolled in a preschool program, by sector and age (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
3 year olds	no.	36 971	3 741	5 517	1 351	5 100	221	720	351	53 972
4 year olds	no.	55 946	53 639	49 516	31 818	18 439	3 510	4 060	3 112	220 040
5 year olds	no.	13 967	23 368	3 287	368	436	3 207	1 106	257	45 996
Proportion of children enrolled in a preschool program, by age (m)										
3 year olds	%	38.3	5.2	8.7	4.2	25.4	3.4	14.4	9.4	18.0
4 year olds	%	58.9	75.2	79.2	97.9	92.8	54.0	85.5	84.4	74.3
5 year olds	%	15.0	33.6	5.4	1.2	2.2	50.6	24.2	7.2	15.9
Estimated resident population at 30 June, by age (n)										
3 year olds	no.	96 515	71 988	63 358	32 419	20 106	6 557	5 010	3 731	299 712
4 year olds	no.	95 001	71 294	62 486	32 499	19 874	6 498	4 748	3 686	296 118
5 year olds	no.	92 883	69 631	60 831	31 753	19 410	6 340	4 579	3 570	289 024
2013										
Children aged 4 and 5 years enrolled in a preschool program in the YBFS										
Government preschool	no.	5 013	9 996	1 687	22 813	10 469	4 897	3 119	2 767	60 768
Non-government preschool	no.	24 781	36 224	17 497	8 301	930	1 458	182	222	89 597
Total preschool (i)	no.	30 260	46 291	19 188	31 119	11 458	6 369	3 370	3 014	151 071
Preschool program within a long day care centre	no.	37 607	27 086	41 665	651	4 345	302	1 455	164	113 269
Total (j)	no.	69 667	76 048	62 047	32 834	16 684	6 741	5 425	3 374	272 810
Proportion of children enrolled in a preschool program in the YBFS (k)										
Government preschool	%	5.2	13.9	2.6	69.0	52.4	75.4	62.1	76.1	20.3
Non-government preschool	%	25.8	50.2	27.5	25.1	4.7	22.4	3.6	6.1	29.9
Total preschool (i)	%	31.5	64.2	30.1	94.1	57.3	98.0	67.1	82.9	50.4
Preschool program within a long day care centre	%	39.2	37.6	65.4	2.0	21.7	4.6	29.0	4.5	37.8
Total (j)	%	72.6	105.5	97.4	99.3	83.5	103.8	108.0	92.8	90.9
Children aged 3 years enrolled in a preschool program (l)										
Government preschool	no.	777	6	28	181	902	–	215	286	2 397

TABLE 3A.16

Table 3A.16 Children enrolled in a preschool program, by sector and age (a), (b)

	Unit	NSW (c)	Vic (d)	Qld (e)	WA	SA (f)	Tas	ACT (g)	NT	Aust (h)
Non-government preschool	no.	13 473	88	1 349	80	83	–	62	89	15 219
Total preschool (i)	no.	14 379	93	1 372	263	987	–	287	377	17 762
Preschool program within a long day care centre	no.	15 481	3 308	4 617	919	1 622	123	692	37	26 797
Total (j)	no.	30 237	3 401	6 002	1 188	2 628	123	992	418	44 996
Proportion of 3 year old children enrolled in a preschool program (l), (m)										
Government preschool	%	0.8	0.0	0.0	0.5	4.5	–	4.1	7.6	0.8
Non-government preschool	%	13.9	0.1	2.1	0.2	0.4	–	1.2	2.4	5.0
Total preschool (i)	%	14.8	0.1	2.2	0.8	5.0	–	5.5	10.1	5.9
Preschool program within a long day care centre	%	16.0	4.5	7.3	2.7	8.1	2.0	13.3	1.0	8.9
Total (j)	%	31.2	4.6	9.5	3.5	13.2	2.0	19.1	11.2	14.9
Children enrolled in a preschool program, by age										
3 year olds (l)	no.	30 237	3 401	6 002	1 188	2 628	123	992	418	44 996
4 year olds	no.	63 409	56 732	59 447	32 490	16 134	3 553	4 636	3 270	239 663
5 year olds	no.	15 074	23 620	3 953	492	581	3 288	1 129	251	48 387
Proportion of children enrolled in a preschool program, by age (n)										
3 year olds (l)	%	31.2	4.6	9.5	3.5	13.2	2.0	19.1	11.2	14.9
4 year olds	%	66.1	78.7	93.3	98.3	80.7	54.7	92.3	89.9	79.9
5 year olds	%	15.8	32.8	6.2	1.5	2.9	50.6	23.4	6.8	16.2
Estimated resident population at 30 June, by age (o)										
3 year olds	no.	96 907	73 216	63 094	33 508	19 906	6 244	5 202	3 741	301 850
4 year olds	no.	95 936	72 116	63 688	33 063	19 984	6 496	5 021	3 637	299 970
5 year olds	no.	95 584	72 112	63 352	33 423	19 968	6 504	4 822	3 674	299 471

(a) Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year.

Table 3A.16 **Children enrolled in a preschool program, by sector and age (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
(b)	The preschool starting age varies across jurisdictions (table 3.1). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children enrolled in a preschool program.									
(c)	Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.									
(d)	2012 Victorian year before full time schooling data do not include 3165 children who attended preschool in the previous year as a 4 year old. Victorian data for preschool programs not provided in long day care centres only include 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds.									
(e)	2012 child level enrolment data for Queensland were not available and episode of enrolment data were used instead. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so in these cases will be counted more than once in episode counts. These data are included in the national total. Care should be taken when comparing Queensland data from 2012 to 2013.									
(f)	SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.									
(g)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.									
(h)	2012 data for Australia for 3 year old children are the total of the sum of the states and territories for which data are available. Totals by sector will not sum to the total as a result.									
(i)	Total preschool includes multiple preschools. Not applicable for 2012 episode data used for Queensland.									
(j)	Total includes data for children in receipt of a preschool program across both preschool and long day care settings.									
(k)	To calculate this proportion, enrolment data (from the August NECECC) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June). As a result the total proportion may exceed 100 per cent.									
(l)	Data include children aged 3 years on 1 July. Some 3 year old children enrolled in a preschool program may not be included in the NECECC and therefore data may represent an under count.									
(m)	To calculate this proportion, enrolment data (from the August NECECC) are divided by the number of children aged 3 years in each jurisdiction (using ABS estimated resident population at 30 June).									
(n)	The proportion is calculated using the estimated resident population at 30 June.									
(o)	Estimated resident population at 30 June based on the <i>2011 Census of Population and Housing</i> . – Nil or rounded to zero. np Not published.									

Source: ABS (unpublished and TableBuilder) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0; (2012 and 2013) *Australian Demographic Statistics, Jun 2012 and Jun 2013*, Cat. No. 3101.0, Canberra.

TABLE 3A.17

Table 3A.17 **Children aged 4 and 5 years enrolled in a preschool program in the YBFS, by weekly hours and sector, 2013 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children enrolled less than 10 hours										
Government preschool	no.	397	7	–	–	155	–	63	10	629
Non-government preschool	no.	2 822	70	365	13	20	–	–	31	3 322
Total preschool (e)	no.	3 222	72	365	13	176	–	60	40	3 952
Preschool program within a long day care centre	no.	5 607	1 921	1 615	280	477	60	86	46	10 093
Total children enrolled in a preschool program (f)	no.	8 832	1 993	1 984	288	651	60	147	91	14 045
Proportion of children enrolled less than 10 hours										
Government preschool	%	0.6	–	–	–	0.9	–	1.2	0.3	0.2
Non-government preschool	%	4.1	0.1	0.6	–	0.1	–	–	0.9	1.2
Total preschool (e)	%	4.6	0.1	0.6	–	1.1	–	1.1	1.2	1.4
Preschool program within a long day care centre	%	8.0	2.5	2.6	0.9	2.9	0.9	1.6	1.4	3.7
Total children enrolled in a preschool program (f)	%	12.7	2.6	3.2	0.9	3.9	0.9	2.7	2.7	5.1
Number of children enrolled 10-14 hours										
Government preschool	no.	1 147	1 594	–	205	892	88	45	82	4 056
Non-government preschool	no.	8 641	6 062	251	236	110	4	24	31	15 355
Total preschool (e)	no.	9 858	7 654	251	442	1 008	89	67	115	19 486
Preschool program within a long day care centre	no.	10 510	3 182	1 006	147	535	33	145	17	15 573
Total children enrolled in a preschool program (f)	no.	20 469	10 842	1 257	590	1 550	123	223	135	35 185
Proportion of children enrolled 10-14 hours										
Government preschool	%	1.6	2.1	–	0.6	5.3	1.3	0.8	2.4	1.5
Non-government preschool	%	12.4	8.0	0.4	0.7	0.7	0.1	0.4	0.9	5.6
Total preschool (e)	%	14.2	10.1	0.4	1.3	6.0	1.3	1.2	3.4	7.1
Preschool program within a long day care centre	%	15.1	4.2	1.6	0.4	3.2	0.5	2.7	0.5	5.7
Total children enrolled in a preschool program (f)	%	29.4	14.3	2.0	1.8	9.3	1.8	4.1	4.0	12.9
Number of children enrolled 15 hours or more										
Government preschool	no.	3 468	8 404	1 687	22 606	9 421	4 810	3 013	2 674	56 084
Non-government preschool	no.	13 316	30 098	16 879	8 051	793	1 457	159	162	70 922

Table 3A.17 **Children aged 4 and 5 years enrolled in a preschool program in the YBFS, by weekly hours and sector, 2013**
(a)

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total preschool (e)	no.	17 183	38 566	18 573	30 664	10 268	6 278	3 240	2 856	127 635
Preschool program within a long day care centre	no.	21 490	21 987	39 046	222	3 338	210	1 223	96	87 611
Total children enrolled in a preschool program (f)	no.	40 366	63 216	58 805	31 949	14 477	6 565	5 051	3 150	223 582
Proportion of children enrolled 15 hours or more										
Government preschool	%	5.0	11.1	2.7	68.8	56.5	71.4	55.5	79.3	20.6
Non-government preschool	%	19.1	39.6	27.2	24.5	4.8	21.6	2.9	4.8	26.0
Total preschool (e)	%	24.7	50.7	29.9	93.4	61.5	93.1	59.7	84.6	46.8
Preschool program within a long day care centre	%	30.8	28.9	62.9	0.7	20.0	3.1	22.5	2.8	32.1
Total children enrolled in a preschool program (f)	%	57.9	83.1	94.8	97.3	86.8	97.4	93.1	93.4	82.0
Total number of children enrolled										
Government preschool	no.	5 013	9 996	1 687	22 813	10 469	4 897	3 119	2 767	60 768
Non-government preschool	no.	24 781	36 224	17 497	8 301	930	1 458	182	222	89 597
Total preschool (e)	no.	30 260	46 291	19 188	31 119	11 458	6 369	3 370	3 014	151 071
Preschool program within a long day care centre	no.	37 607	27 086	41 665	651	4 345	302	1 455	164	113 269
Total children enrolled in a preschool program (f)	no.	69 667	76 048	62 047	32 834	16 684	6 741	5 425	3 374	272 810
Proportion of total children enrolled										
Government preschool	%	7.2	13.1	2.7	69.5	62.7	72.6	57.5	82.0	22.3
Non-government preschool	%	35.6	47.6	28.2	25.3	5.6	21.6	3.4	6.6	32.8
Total preschool (e)	%	43.4	60.9	30.9	94.8	68.7	94.5	62.1	89.3	55.4
Preschool program within a long day care centre	%	54.0	35.6	67.2	2.0	26.0	4.5	26.8	4.9	41.5
Total children enrolled in a preschool program (f)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) For Queensland and WA data provided in aggregate, hours were calculated using averages at the provider level. Care needs to be taken when interpreting Queensland and WA data as there may be some duplication of children across different provider types.

Table 3A.17 **Children aged 4 and 5 years enrolled in a preschool program in the YBFS, by weekly hours and sector, 2013**
(a)

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) SA data should be used with caution as enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.

(e) Total preschool includes multiple preschools.

(f) Total includes data for children in receipt of a preschool program across both preschool and long day care settings.

– Nil or rounded to zero.

Source: Derived from ABS 2014, *Preschool Education, Australia, 2013*, Cat. no. 4240.0, Canberra.

TABLE 3A.18

Table 3A.18 **Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS, by remoteness area, national only (a), (b)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
2012				
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are enrolled in a preschool program in the YBFS	no.	3 146	4 953	2 666
Projected number of Aboriginal and Torres Strait Islander children aged 4 years (c)	no.	5 592	7 782	3 177
Proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS (d)	%	56.3	63.6	83.9
2013				
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are enrolled in a preschool program in the YBFS	no.	3 806	5 804	2 734
Projected number of Aboriginal and Torres Strait Islander children aged 4 years (c)	no.	5 704	7 858	3 215
Proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS (d)	%	66.7	73.9	85.0

- (a) Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year. Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW, and therefore for each remoteness area.
- (b) For 2012 data, remoteness area is based on the ABS' Australian Standard Geographical Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area. The geographical classification is different for 2013 data. Remoteness area for 2013 data are based on the ABS' Australian Statistical Geography Standard (ASGS) 2011.
- (c) ABS projected population data by age and remoteness area are based on the *2011 Census of Population and Housing*. The 2012 population projections have been revised since the previous Report.
- (d) To calculate the proportion, enrolment data (from the August NECECC) are divided by the number of Aboriginal and Torres Strait Islander children aged 4 years in each jurisdiction (using ABS population projections as at 30 June based on the *2011 Census of Population and Housing*). As a result, the proportion may exceed 100 per cent. Also, the projected population denominator may have particular limitations for smaller jurisdictions.

Source: ABS (unpublished and 2014) *Preschool Education, Australia, 2012 and 2013* (Cat. no. 4240.0); (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026* (Cat. no. 3238.0), Canberra.

TABLE 3A.19

Table 3A.19 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2012										
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program, by sector										
Government preschool	no.	590	145	501	1 779	669	421	88	1 134	5 327
Non-government preschool	no.	1 724	532	821	271	12	77	–	82	3 519
Total preschool (g)	no.	2 379	676	1 322	2 050	693	502	119	1 227	8 968
Preschool program within a long day care centre	no.	835	268	914	28	175	13	24	12	2 269
Total	no.	3 214	944	2 236	2 078	868	515	143	1 239	11 237
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program, by remoteness area (h)										
Major cities of Australia	no.	1 068	354	548	728	419	..	129	..	3 246
Inner/outer regional Australia	no.	1 908	567	1 009	575	310	499	14	318	5 200
Remote/very remote Australia	no.	238	–	679	775	139	16	..	921	2 768
Total (i)	no.	3 214	944	2 236	2 078	868	515	143	1 239	11 237
Projected population of 4 year olds (j)	no.	5 035	1 223	4 946	2 127	929	643	121	1 520	16 551
Proportion of population who are enrolled in a preschool program (k)	%	63.8	77.2	45.2	97.7	93.4	80.1	118.2	81.5	67.9
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS, by remoteness area (h), (l)										
Major cities of Australia	no.	975	354	548	728	416	..	125	..	3 146
Inner/outer regional Australia	no.	1 703	539	1 009	574	310	496	11	311	4 953
Remote/very remote Australia	no.	220	–	679	765	132	16	..	854	2 666
Total (m)	no.	2 898	883	2 236	2 066	857	512	136	1 165	10 753
Projected population of 4 year olds (j)	no.	5 035	1 223	4 946	2 127	929	643	121	1 520	16 551
Proportion of population who are enrolled in a preschool program in the YBFS (k)	%	57.6	72.2	45.2	97.1	92.2	79.6	112.4	76.6	65.0
2013										
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program, by sector										
Government preschool	no.	565	137	587	1 820	664	464	83	1 189	5 520
Non-government preschool	no.	1 708	589	939	230	10	85	4	112	3 678
Total preschool (g)	no.	2 357	732	1 523	2 051	685	556	111	1 317	9 328

Table 3A.19 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Preschool program within a long day care centre	no.	976	284	1 794	19	199	10	17	12	3 309
Total (n)	no.	3 455	1 046	3 390	2 101	902	569	142	1 363	12 970
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program, by remoteness area (h)										
Major cities of Australia	no.	1 115	397	1 056	808	449	..	137	..	3 965
Inner/outer regional Australia	no.	2 071	653	1 631	533	306	564	11	319	6 081
Remote/very remote Australia	no.	267	–	696	756	147	10	..	985	2 870
Total (i)	no.	3 455	1 046	3 390	2 101	902	569	142	1 363	12 970
Projected population of 4 year olds (j)	no.	5 176	1 175	5 154	2 109	904	640	138	1 479	16 777
Proportion of population who are enrolled in a preschool program (k)	%	66.8	89.0	65.8	99.6	99.8	88.9	102.9	92.2	77.3
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS, by remoteness area (h), (l)										
Major cities of Australia	no.	1 021	368	1 041	807	449	..	121	..	3 806
Inner/outer regional Australia	no.	1 856	617	1 621	535	306	556	8	313	5 804
Remote/very remote Australia	no.	246	–	657	755	147	10	..	924	2 734
Total (m)	no.	3 121	982	3 318	2 094	902	563	129	1 286	12 400
Projected population of 4 year olds (j)	no.	5 176	1 175	5 154	2 109	904	640	138	1 479	16 777
Proportion of population who are enrolled in a preschool program in the YBFS (k)	%	60.3	83.6	64.4	99.3	99.8	88.0	93.5	87.0	73.9

(a) Data include Aboriginal and Torres Strait Islander children aged 4 and 5 years on 1 July.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) 2012 child level enrolment data for Queensland were not available and episode of enrolment data were used instead. Only one episode of enrolment count is available so data are the same for both all 4 and 5 year old children and children in the YBFS, by remoteness area. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so in these cases will be counted more than once in episode counts. These data are included in the national total. Care should be taken when comparing Queensland data from 2012 to 2013.

(d) SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.

(e) 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.

(f) Data for Australia are the total of the sum of the states and territories for which data are available.

Table 3A.19 **Aboriginal and Torres Strait Islander children enrolled in a preschool program (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
(g)	Total preschool may not equal the sum of the components due to the inclusion of multiple preschools (except for Queensland in 2012) and use of next best available (episode level) data for 2012 where cells were not published by the ABS (affects 2012 government preschool data for Victoria and non-government preschool data for WA and Tasmania).									
(h)	Remoteness area for 2012 data are based on the ABS' Australian Statistical Geography Classification (ASGC) 2006. Remoteness area for 2013 data are based on the ABS' Australian Statistical Geography Standard (ASGS) 2011. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area. Care should be used when comparing remoteness area data between 2012 and 2013.									
(i)	2012 total data will not equal the sum of components for Victoria and Australia because some cells have used the next best available (year before full time schooling level) data where they were not published by ABS. Total data for 2013 may not equal the sum of components due to ABS rounding and confidentiality procedures.									
(j)	The projected population estimates of Aboriginal and Torres Strait Islander 4 year olds by state and territory are published by the ABS in <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026</i> (Series B). Projected population estimates are as at 30 June and are based on the <i>2011 Census of Population and Housing</i> .									
(k)	To calculate the proportion, enrolment data (from the August NECECC) are divided by the number of Aboriginal and Torres Strait Islander children aged 4 years in each jurisdiction (using ABS population projections as at 30 June based on the <i>2011 Census of Population and Housing</i>). As a result, the proportion may exceed 100 per cent. Also, the projected population denominator may have particular limitations for smaller jurisdictions.									
(l)	Data for children enrolled in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year.									
(m)	Totals for 2012 will not equal the sum of components for Victoria, WA, SA and Australia because some cells have used unpublished or next best available (child or episode level) where data were not published by the ABS. Totals for 2013 may not equal the sum of components due to ABS rounding and confidentiality procedures.									
(n)	Total includes children enrolled a preschool program across both preschool and long day care settings. .. Not applicable. – Nil or rounded to zero.									

Source: ABS (2014 and unpublished) *Preschool Education, Australia, 2012 and 2013* (Cat. no. 4240.0); (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026* (Cat. no. 3238.0), Canberra.

TABLE 3A.20

Table 3A.20 **Children aged 0–12 years using child care and preschool services, by employment status of parents (per cent)**
(a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008									
Couple families									
Child care services (d)									
Both parents in employment	71.5 ± 5.2	71.0 ± 6.4	74.6 ± 4.8	77.9 ± 8.1	73.6 ± 7.4	71.0 ± 14.1	86.1 ± 8.9	79.0 ± 12.9	73.1 ± 3.0
At least one parent not in employment	27.5 ± 5.1	29.0 ± 6.4	25.1 ± 4.9	22.1 ± 8.1	26.4 ± 7.4	27.1 ± 14.5	13.9 ± 8.9	18.2 ± 11.9	26.4 ± 2.9
Preschool services (e)									
Both parents in employment	58.8 ± 8.6	46.4 ± 7.6	54.6 ± 14.0	47.9 ± 13.3	61.0 ± 15.4	50.4 ± 24.5	54.0 ± 26.7	65.3 ± 20.9	52.9 ± 4.9
At least one parent not in employment	38.8 ± 8.2	52.6 ± 7.9	45.4 ± 14.0	52.1 ± 13.3	39.0 ± 15.4	49.6 ± 24.5	46.0 ± 26.7	29.5 ± 18.5	45.9 ± 5.0
One parent families									
Child care services (d)									
Parent in employment	64.0 ± 13.4	66.0 ± 12.4	69.3 ± 13.8	55.2 ± 27.4	74.3 ± 15.9	68.3 ± 24.8	np	np	66.5 ± 5.7
Parent not in employment	36.0 ± 13.4	34.0 ± 12.4	30.7 ± 13.8	44.8 ± 27.4	25.7 ± 15.9	31.7 ± 24.8	np	np	33.5 ± 5.7
Preschool services (e)									
Parent in employment	39.3 ± 25.9	38.3 ± 18.4	54.1 ± 41.8	39.7 ± 28.5	np	52.5 ± 34.2	np	np	44.8 ± 12.4
Parent not in employment	60.7 ± 25.9	61.7 ± 18.4	45.9 ± 41.8	60.3 ± 28.5	np	47.5 ± 34.2	np	np	55.2 ± 12.4
2011									
Couple families									
Child care services (d)									
Both parents in employment	78.2 ± 4.6	73.5 ± 5.5	77.3 ± 5.7	75.6 ± 9.5	79.2 ± 7.7	68.2 ± 13.2	90.6 ± 7.2	81.8 ± 12.0	76.7 ± 2.4
At least one parent not in employment	20.8 ± 4.5	25.8 ± 5.3	22.4 ± 5.7	22.0 ± 9.1	19.8 ± 7.7	31.8 ± 13.2	9.4 ± 7.2	16.6 ± 11.6	22.5 ± 2.3
Preschool services (e)									
Both parents in employment	52.6 ± 11.2	54.0 ± 9.1	56.1 ± 11.7	47.4 ± 11.9	62.6 ± 11.8	42.0 ± 17.4	50.2 ± 22.4	52.6 ± 28.9	53.3 ± 5.0
At least one parent not in employment	45.8 ± 10.9	45.0 ± 9.0	43.9 ± 11.7	52.6 ± 11.9	36.0 ± 11.8	58.0 ± 17.4	49.8 ± 22.4	42.3 ± 28.1	45.8 ± 4.8
One parent families									

TABLE 3A.20

Table 3A.20 **Children aged 0–12 years using child care and preschool services, by employment status of parents (per cent)**
(a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Child care services (d)									
Parent in employment	60.7 ± 13.7	74.7 ± 11.5	65.2 ± 9.8	63.2 ± 20.8	79.8 ± 13.7	77.1 ± 18.1	np	69.1 ± 28.2	67.5 ± 6.3
Parent not in employment	39.3 ± 13.7	25.3 ± 11.5	34.8 ± 9.8	36.8 ± 20.8	20.2 ± 13.7	22.9 ± 18.1	np	30.9 ± 28.2	32.5 ± 6.3
Preschool services (e)									
Parent in employment	33.4 ± 31.1	39.9 ± 30.5	np	45.2 ± 24.9	44.3 ± 25.5	60.8 ± 31.5	np	np	40.0 ± 12.4
Parent not in employment	66.6 ± 31.1	60.1 ± 30.5	64.6 ± 50.7	54.8 ± 24.9	55.7 ± 25.5	39.2 ± 31.5	np	68.9 ± 32.5	60.0 ± 12.4

(a) Data in italics have relative standard errors between 25 per cent and 50 per cent and should be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.

(b) Data that were not available separately from the ABS were not published due to small numbers, but are included in the total for Australia.

(c) The ABS *Childhood Education and Care Survey* collects data based on usual formal child care and preschool service arrangements.

(d) All children in formal child care, including those in both formal and informal care.

(e) All children using preschool services, including those who also used formal care, informal care or both.

np Not published.

Source: ABS (unpublished) *Childhood Education and Care, June 2008* and *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0.

TABLE 3A.21

Table 3A.21 Children aged 4 and 5 years attending a preschool program in the YBFS, by sector (a), (b)

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2012										
Children aged 4 and 5 years attending a preschool program in the YBFS										
Government preschool	no.	4 886	9 881	2 003	22 958	13 135	4 771	3 404	2 601	63 639
Non-government preschool	no.	24 393	35 986	17 649	8 259	1 175	1 497	–	np	88 959
Total preschool (h)	no.	29 771	45 907	19 652	31 231	14 357	6 274	3 469	np	150 661
Preschool program within a long day care centre	no.	31 607	24 644	31 742	802	4 222	269	1 433	np	94 719
Total	no.	61 378	70 551	51 394	32 033	18 579	6 543	4 902	2 908	248 288
Proportion of children attending a preschool program in the YBFS (i)										
Government preschool	%	5.1	13.9	3.2	70.6	66.1	73.4	71.7	70.6	21.5
Non-government preschool	%	25.7	50.5	28.2	25.4	5.9	23.0	–	np	30.0
Total preschool (h)	%	31.3	64.4	31.5	96.1	72.2	96.6	73.1	np	50.9
Preschool program within a long day care centre	%	33.3	34.6	50.8	2.5	21.2	4.1	30.2	np	32.0
Total	%	64.6	99.0	82.2	98.6	93.5	100.7	103.2	78.9	83.8
Estimated resident population at 30 June (j)										
4 year olds	no.	95 001	71 294	62 486	32 499	19 874	6 498	4 748	3 686	296 118
2013										
Children aged 4 and 5 years attending a preschool program in the YBFS										
Government preschool	no.	4 847	9 525	1 674	22 813	10 327	4 779	3 051	2 395	59 419
Non-government preschool	no.	24 330	34 433	16 756	8 301	923	1 445	178	205	86 578
Total preschool (h)	no.	29 647	44 025	18 430	31 119	11 314	6 234	3 303	2 619	146 695
Preschool program within a long day care centre	no.	36 966	26 172	40 984	632	4 296	288	1 441	160	110 934
Total (k)	no.	68 395	72 848	60 605	32 818	16 485	6 596	5 335	2 979	266 062
Proportion of children attending a preschool program in the YBFS (i)										
Government preschool	%	5.1	13.2	2.6	69.0	51.7	73.6	60.8	65.9	19.8
Non-government preschool	%	25.4	47.7	26.3	25.1	4.6	22.2	–	np	28.9
Total preschool (h)	%	30.9	61.0	28.9	94.1	56.6	96.0	65.8	np	48.9
Preschool program within a long day care centre	%	38.5	36.3	64.4	1.9	21.5	4.4	28.7	np	37.0
Total (k)	%	71.3	101.0	95.2	99.3	82.5	101.5	106.3	81.9	88.7

Table 3A.21 **Children aged 4 and 5 years attending a preschool program in the YBFS, by sector (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
Estimated resident population at 30 June (j)										
4 year olds	no.	95 936	72 116	63 688	33 063	19 984	6 496	5 021	3 637	299 970

- (a) Data for children attending in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year.
- (b) The preschool program starting age varies across jurisdictions (table 3.1). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children attending a preschool program.
- (c) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
- (d) 2012 child level attendance data for Queensland were not available and episode of attendance data were used instead. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so in these cases will be counted more than once in episode counts. These data are included in the national total. Care should be taken when comparing Queensland data from 2012 to 2013.
- (e) SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.
- (f) 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.
- (g) 2012 data for Australia are the total of the sum of the states and territories for which data are available. Totals by sector will not sum to the total as a result.
- (h) Total preschool includes multiple preschools. Not applicable for 2012 episode data used for Queensland.
- (i) To calculate this proportion, attendance data (from the August NECECC) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June). As a result the total proportion may exceed 100 per cent.
- (j) Estimated resident population is 30 June and is based on the *2011 Census of Population and Housing*.
- (k) Total includes data for children in receipt of a preschool program across both preschool and long day care settings.
- Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished and TableBuilder) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0; (2012 and 2013) *Australian Demographic Statistics, Jun 2012 and Jun 2013*, Cat. No. 3101.0, Canberra.

Table 3A.22 **Average (mean) number of hours of attendance at a preschool program per week, by sector (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c), (d)</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2012										
Children aged 4 and 5 years attending a preschool program in the YBFS										
Government preschool	hrs	13.3	10.1	14.0	12.9	13.0	14.3	12.2	–	12.6
Non-government preschool	hrs	14.0	11.3	14.2	14.2	13.8	16.5	–	–	13.0
Total preschool (h)	hrs	13.9	11.1	14.2	13.3	13.1	14.8	12.4	–	12.8
Preschool program within a long day care centre	hrs	16.7	17.8	20.0	20.4	14.7	21.1	20.7	10.4	17.9
Total	hrs	15.4	13.4	17.2	13.5	13.5	15.1	14.8	10.4	14.6
2013										
Children aged 4 and 5 years attending a preschool program in the YBFS										
Government preschool	hrs	13.1	13.3	15.0	15.0	14.0	14.7	13.7	13.2	14.2
Non-government preschool	hrs	14.8	13.9	14.0	16.2	15.6	16.5	19.3	–	14.5
Total preschool (h)	hrs	14.6	13.8	14.1	15.3	14.2	15.1	14.1	13.2	14.4
Preschool program within a long day care centre	hrs	17.6	26.1	27.5	12.3	19.2	20.4	24.4	12.7	23.4
Total (i)	hrs	16.4	18.7	23.6	15.5	16.1	15.5	18.3	14.0	18.5

- (a) Data for children attending in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year.
- (b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
- (c) Child level attendance 2012 data for Queensland were not available and episode of attendance data were used instead. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so in these cases will be counted more than once in episode counts. These data are not included in the calculation of the national total. Care should be taken when comparing Queensland data from 2012 to 2013.
- (d) For 2013 Queensland and WA data provided in aggregate, hours were calculated using averages at the provider level. Care needs to be taken when interpreting Queensland and WA data as there may be some duplication of children across different provider types. About 40 per cent and 8 per cent of 2012 data for hours in Queensland and WA respectively were calculated using averages at the provider level. For WA, 2012 hours attended were imputed using average attendance rates over a six month period rather than one week, and are therefore not comparable to other jurisdictions.
- (e) SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.
- (f) 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.

Table 3A.22 **Average (mean) number of hours of attendance at a preschool program per week, by sector (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c), (d)</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
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(g) The 2012 data for Australia do not include data for Queensland.

(h) Total preschool includes multiple preschools.

(i) Total includes data for children in receipt of a preschool program across both preschool and long day care settings.
– Nil or rounded to zero.

Source: ABS (unpublished and TableBuilder) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0.

TABLE 3A.23

Table 3A.23 All children aged 4 and 5 years enrolled in and attending a preschool program, by sector (a)

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2012										
Number of children enrolled										
Preschool										
Government	no.	5 450	10 945	2 072	22 981	13 335	4 873	3 594	3 038	66 288
Non-government	no.	29 343	39 447	17 944	8 374	1 191	1 526	–	196	98 021
Total preschool (g)	no.	35 436	50 433	20 016	31 369	14 573	6 405	3 665	3 250	165 147
Preschool program within a long day care centre	no.	34 477	26 574	32 787	817	4 302	312	1 501	119	100 889
Total enrolled	no.	69 913	77 007	52 803	32 186	18 875	6 717	5 166	3 369	266 036
Number of children attending										
Preschool										
Government	no.	5 143	10 358	2 003	22 981	13 155	4 792	np	2 727	61 159
Non-government	no.	28 785	np	17 649	8 374	1 175	1 510	–	183	57 676
Total preschool (g)	no.	34 562	47 915	19 652	31 369	14 377	6 308	3 578	np	157 761
Preschool program within a long day care centre	no.	33 857	25 650	31 742	807	4 238	305	1 482	np	98 081
Total attending	no.	68 419	73 565	51 394	32 176	18 615	6 613	5 060	3 039	258 881
2013										
Number of children enrolled										
Preschool										
Government	no.	5 305	10 467	1 718	22 834	10 469	4 918	3 227	2 895	61 834
Non-government	no.	28 710	37 847	17 964	8 415	930	1 493	230	237	95 813
Total preschool (g)	no.	34 631	48 380	19 685	31 255	11 458	6 419	3 540	3 155	158 523
Preschool program within a long day care centre	no.	41 618	28 890	42 495	663	4 376	320	1 566	161	120 092
Total enrolled (h)	no.	78 480	80 348	63 399	32 978	16 714	6 836	5 765	3 521	288 052
Number of children attending										
Preschool										
Government	no.	5 135	9 973	1 698	22 834	10 327	4 799	3 159	2 493	60 420
Non-government	no.	28 194	35 968	17 201	8 415	923	1 478	222	222	92 623
Total preschool (g)	no.	33 940	46 013	18 897	31 255	11 314	6 285	3 466	2 731	153 905

Table 3A.23 **All children aged 4 and 5 years enrolled in and attending a preschool program, by sector (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Preschool program within a long day care centre	no.	40 909	27 920	41 800	650	4 325	307	1 553	162	117 620
Total attending (h)	no.	77 064	76 977	61 921	32 963	16 518	6 691	5 673	3 099	280 908

- (a) Data includes all children aged 4 and 5 years as at 1 July.
- (b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
- (c) Child level enrolment and attendance 2012 data for Queensland were not available and episode of enrolment and episode of attendance data were used instead. An episode is a record of enrolment or attendance at a preschool program. Children may be enrolled in or attend more than one preschool program so in these cases will be counted more than once in episode counts. These data are included in the national total. Care should be taken when comparing Queensland data from 2012 to 2013. Care also needs to be taken when interpreting 2013 Queensland and WA data as there may be some duplication of children across different provider types. WA child preschool attendance data have been used as a proxy for enrolment data for 2013.
- (d) SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.
- (e) 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.
- (f) Data for Australia are the total of the sum of the states and territories for which data are available.
- (g) Total preschool includes multiple preschools. Not applicable for 2012 episode data used for Queensland.
- (h) Total includes children in receipt of a preschool program across both preschool and long day care settings.
– Nil or rounded to zero. **np** Not published.

Source: ABS (2013 and 2014) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0, Canberra.

TABLE 3A.24

Table 3A.24 Children aged 4 and 5 years attending a preschool program, by weekly hours and sector (a)

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic Qld (c), (d)</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust (h)</i>	
2012										
Number of children attending less than 10 hours										
Government preschool	no.	1 026	2 660	109	130	1 646	592	506	na	np
Non-government preschool	no.	6 003	np	2 499	26	181	116	–	na	8 825
Total preschool (i)	no.	7 083	10 048	2 608	156	1 834	708	509	na	22 946
Preschool program within a long day care centre	no.	4 140	2 603	3 312	67	789	39	82	na	11 032
Total (j)	no.	11 223	12 651	5 920	223	2 623	747	591	na	33 978
Number of children attending 10–14 hours										
Government preschool	no.	1 794	6 938	110	22 844	4 275	1 205	np	na	37 166
Non-government preschool	no.	10 282	23 928	2 462	7 199	411	181	–	na	44 463
Total preschool (i)	no.	12 206	30 877	2 572	30 043	4 697	1 386	1 541	na	83 322
Preschool program within a long day care centre	no.	6 624	7 289	4 812	141	1 023	30	135	na	20 054
Total (j)	no.	18 830	38 166	7 384	30 184	5 720	1 416	1 676	na	103 376
Number of children attending 15 hours or more										
Government preschool	no.	2 323	760	1 784	7	7 234	2 995	1 469	na	16 572
Non-government preschool	no.	12 500	6 202	12 688	1 149	583	1 213	–	na	34 335
Total preschool (i)	no.	15 273	6 990	14 472	1 170	7 846	4 214	1 528	na	51 493
Preschool program within a long day care centre	no.	23 093	15 758	23 618	599	2 426	236	1 265	na	66 995
Total (j)	no.	38 366	22 748	38 090	1 769	10 272	4 450	2 793	na	118 488
Total number of children attending										
Government preschool	no.	5 143	10 358	2 003	22 981	13 155	4 792	np	2 727	61 159
Non-government preschool	no.	28 785	np	17 649	8 374	1 175	1 510	–	183	57 676
Total preschool (i)	no.	34 562	47 915	19 652	31 369	14 377	6 308	3 578	np	157 761
Preschool program within a long day care centre	no.	33 857	25 650	31 742	807	4 238	305	1 482	np	98 081
Total (j)	no.	68 419	73 565	51 394	32 176	18 615	6 613	5 060	3 039	258 881
2013										
Number of children attending less than 10 hours										
Government preschool	no.	1 454	1 171	11	–	1 100	366	362	466	4 925

Table 3A.24 **Children aged 4 and 5 years attending a preschool program, by weekly hours and sector (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic Qld (c), (d)</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust (h)</i>	
Non-government preschool	no.	5 219	3 853	1 356	13	93	72	16	na	10 625
Total preschool (i)	no.	6 725	5 028	1 364	13	1 194	442	383	471	15 615
Preschool program within a long day care centre	no.	6 067	2 375	2 267	281	651	67	108	51	11 866
Total (j)	no.	12 825	7 446	3 640	296	1 852	512	494	536	27 599
Number of children attending 10–14 hours										
Government preschool	no.	1 412	2 296	15	205	2 973	985	428	372	8 688
Non-government preschool	no.	9 546	9 015	5 588	247	282	186	53	na	24 911
Total preschool (i)	no.	11 084	11 316	5 597	457	3 264	1 171	487	375	33 750
Preschool program within a long day care centre	no.	11 615	3 827	2 576	149	821	33	170	21	19 215
Total (j)	no.	22 898	15 270	8 186	606	4 110	1 209	665	401	53 358
Number of children attending 15 hours or more										
Government preschool	no.	2 271	6 505	1 674	22 625	6 262	3 450	2 370	1 654	46 806
Non-government preschool	no.	13 426	23 054	10 261	8 152	557	1 219	156	na	56 823
Total preschool (i)	no.	16 132	29 621	11 937	30 788	6 858	4 672	2 597	1 664	104 270
Preschool program within a long day care centre	no.	23 223	21 689	36 958	215	2 854	207	1 277	92	86 518
Total (j)	no.	41 335	54 192	50 093	32 066	10 557	4 975	4 511	1 942	199 664
Total number of children attending (k)										
Government preschool	no.	5 135	9 973	1 698	22 834	10 327	4 799	3 159	2 493	60 420
Non-government preschool	no.	28 194	35 968	17 201	8 415	923	1 478	222	222	92 623
Total preschool (i)	no.	33 940	46 013	18 897	31 255	11 314	6 285	3 466	2 731	153 905
Preschool program within a long day care centre	no.	40 909	27 920	41 800	650	4 325	307	1 553	162	117 620
Total (j)	no.	77 064	76 977	61 921	32 963	16 518	6 691	5 673	3 099	280 908

(a) Data include children aged 4 and 5 years as at 1 July.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level attendance 2012 data for Queensland were not available and episode of attendance data were used instead. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so in these cases will be counted more than once in episode counts. These data are included in the national total. Care should be taken when comparing Queensland data from 2012 to 2013.

Table 3A.24 **Children aged 4 and 5 years attending a preschool program, by weekly hours and sector (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic Qld (c), (d)</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust (h)</i>
(d)	For 2013 Queensland and WA data provided in aggregate, hours were calculated using averages at the provider level. Care needs to be taken when interpreting 2013 Queensland and WA data as there may be some duplication of children across different provider types. About 40 per cent and 8 per cent of 2012 data for hours in Queensland and WA respectively were calculated using averages at the provider level. For WA, 2012 hours attended were imputed using average attendance rates over a six month period rather than one week, and are therefore not comparable to other jurisdictions. Also for 2012 WA attendance rates have been applied to enrolment counts to estimate the number of children attending and the hours of attendance. These figures are indicative only. About 8 per cent of data for hours in WA were calculated using averages at the provider level. Hours attended data were imputed using average attendance rates over a six month period rather than one week, and are therefore not comparable to other jurisdictions.								
(e)	SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.								
(f)	2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.								
(g)	Hours of attendance were not available for non-government services in the NT for 2013. NT preschool program hours attended data were not available in 2012.								
(h)	Data for Australia are the total of the sum of the states and territories for which data are available.								
(i)	Total preschool includes multiple preschools. Not applicable for 2012 episode data used for Queensland.								
(j)	Total includes data for children in receipt of a preschool program across both preschool and long day care settings.								
(k)	Total includes children where the child's attending hours are not stated.								

na Not available. – Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished and 2014) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0, Canberra.

Table 3A.25 Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS, by remoteness area, national only (a), (b)

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
2012				
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS	no.	3 031	4 643	2 337
Projected population of Aboriginal and Torres Strait Islander children aged 4 years (c)	no.	5 592	7 782	3 177
Proportion of Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS (d)	%	54.2	59.7	73.6
2013				
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS	no.	3 712	5 555	2 409
Projected population of Aboriginal and Torres Strait Islander children aged 4 years (c)	no.	5 704	7 858	3 215
Proportion of Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS (d)	%	65.1	70.7	74.9

- (a) Data for children attending in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year. Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW, and therefore for each remoteness area.
- (b) For 2012 data, remoteness area is based on the ABS' Australian Standard Geographical Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area. The geographical classification is different for 2013 data. Remoteness area for 2013 data are based on the ABS' Australian Statistical Geography Standard (ASGS) 2011.
- (c) ABS projected population data by age and remoteness area are based on the *2011 Census of Population and Housing*. Projections are as at 30 June. The 2012 projections have been revised since the previous Report.
- (d) To calculate the proportion, attendance data (from the August NECECC) are divided by the number of Aboriginal and Torres Strait Islander children aged 4 years in each jurisdiction (using ABS population projections as at 30 June based on the *2011 Census of Population and Housing*). As a result, the proportion may exceed 100 per cent. Also, the projected population denominator may have particular limitations for smaller jurisdictions.

Source: ABS (unpublished and 2014) *Preschool Education, Australia, 2012 and 2013* (Cat. no. 4240.0); (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026* (Cat. no. 3238.0), Canberra.

Table 3A.26 **Aboriginal and Torres Strait Islander children attending a preschool program (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2012										
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program, by sector										
Government preschool	no.	np	np	434	1 779	642	412	84	890	4 241
Non-government preschool	no.	1 621	467	772	np	12	np	–	76	2 948
Total preschool (g)	no.	2 217	599	1 206	2 050	666	np	115	972	7 825
Preschool program within a long day care centre	no.	816	253	828	28	169	np	24	12	2 130
Total (h)	no.	3 033	852	2 034	2 078	835	505	139	984	10 460
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program, by remoteness area (i)										
Major cities of Australia	no.	1 020	353	512	728	409	..	125	..	3 147
Inner/outer regional Australia	no.	1 799	499	934	575	294	486	14	288	4 889
Remote/very remote Australia	no.	214	–	588	775	132	16	..	696	2 421
Total (h)	no.	3 033	852	2 034	2 078	835	505	139	984	10 460
Projected population of 4 year olds (j)	no.	5 035	1 223	4 946	2 127	929	643	121	1 520	16 551
Proportion of population who are attending a preschool program (k)	%	60.2	69.7	41.1	97.7	89.9	78.5	114.9	64.7	63.2
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS, by remoteness area (i), (l)										
Major cities of Australia	no.	930	335	512	727	406	..	121	..	3 031
Inner/outer regional Australia	no.	1 602	461	934	574	294	486	11	281	4 643
Remote/very remote Australia	no.	198	–	588	765	126	16	..	644	2 337
Total (m)	no.	2 730	796	2 034	2 066	825	502	132	925	10 010
Projected population of 4 year olds (j)	no.	5 035	1 223	4 946	2 127	929	643	121	1 520	16 551
Proportion of population who are attending a preschool program in the YBFS (k)	%	54.2	65.1	41.1	97.1	88.8	78.1	109.1	60.9	60.5
2013										
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program, by sector										
Government preschool	no.	535	126	578	1 820	634	448	85	884	5 107
Non-government preschool	no.	1 628	537	858	230	10	84	4	99	3 443
Total preschool (g)	no.	2 243	665	1 437	2 051	654	532	110	1 002	8 683

Table 3A.26 **Aboriginal and Torres Strait Islander children attending a preschool program (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Preschool program within a long day care centre	no.	945	263	1 758	19	189	11	17	12	3 218
Total (n)	no.	3 309	962	3 266	2 101	862	551	140	1 045	12 231
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program, by remoteness area (i)										
Major cities of Australia	no.	1 089	365	1 034	808	438	..	132	..	3 865
Inner/outer regional Australia	no.	1 982	597	1 562	533	292	539	11	300	5 819
Remote/very remote Australia	no.	238	–	665	756	130	10	..	704	2 505
Total (j)	no.	3 309	962	3 266	2 101	862	551	140	1 045	12 231
Projected population of 4 year olds (i)	no.	5 176	1 175	5 154	2 109	904	640	138	1 479	16 777
Proportion of population who are attending a preschool program (k)	%	63.9	81.9	63.4	99.6	95.4	86.1	101.4	70.7	72.9
Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS, by remoteness area (i), (l)										
Major cities of Australia	no.	994	332	1 018	807	438	..	120	..	3 712
Inner/outer regional Australia	no.	1 779	561	1 550	535	292	533	8	290	5 555
Remote/very remote Australia	no.	221	–	636	755	130	10	..	667	2 409
Total (m)	no.	2 996	897	3 206	2 094	862	544	132	993	11 719
Projected population of 4 year olds (j)	no.	5 176	1 175	5 154	2 109	904	640	138	1 479	16 777
Proportion of population who are attending a preschool program in the YBFS (k)	%	57.9	76.3	62.2	99.3	95.4	85.0	95.7	67.1	69.9

(a) Data include Aboriginal and Torres Strait Islander children aged 4 and 5 years on 1 July.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) 2012 child level attendance data for Queensland were not available and episode of attendance data were used instead. Only one episode of attendance count is available by remoteness area so data for all 4 and 5 year old children and children in the year before full time schooling will be identical. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so in these cases will be counted more than once in episode counts. These data are included in the national total. Care should be taken when comparing Queensland data from 2012 to 2013.

(d) SA 2013 data may not be fully comparable with 2012 data. Enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.

(e) 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.

(f) Data for Australia are the total of the sum of the states and territories for which data are available.

(g) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland in 2012.

Table 3A.26 **Aboriginal and Torres Strait Islander children attending a preschool program (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
(h)	Total data will not equal the sum of the components where data are not published. Total data will not equal the sum of components by remoteness area for Tasmania and Australia because some inner/outer regional Australia and remote/very remote Australia cells have used the next best available (year before full time schooling level) data where they were not published by the ABS.									
(i)	For 2012 data, remoteness area is based on the ABS' Australian Statistical Geography Classification (ASGC) 2006. For 2013 data, remoteness area is based on the ABS' Australian Statistical Geography Standard (ASGS) 2011. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area. Care should be used when comparing remoteness area data between 2012 and 2013.									
(j)	The projected population estimates of Aboriginal and Torres Strait Islander 4 year olds by state and territory are published by the ABS in <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026</i> (Series B). Projected population estimates are as at 30 June and are based on the <i>2011 Census of Population and Housing</i> .									
(k)	To calculate the proportion, attendance data (from the August NECECC) are divided by the number of Aboriginal and Torres Strait Islander children aged 4 years in each jurisdiction (using ABS population projections as at 30 June based on the <i>2011 Census of Population and Housing</i>). As a result, the proportion may exceed 100 per cent. Also, the projected population denominator may have particular limitations for smaller jurisdictions.									
(l)	Data for children attending in the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year.									
(m)	Total data for 2012 may not equal the sum of components for SA, Tasmania and Australia due to unpublished data being used for inner/outer regional Australia and remote/very remote Australia. Total data for 2013 may not equal the sum of components due to ABS rounding and confidentiality procedures.									
(n)	Total includes children enrolled a preschool program across both preschool and long day care settings.									
	.. Not applicable. – Nil or rounded to zero. np Not published.									

Source: ABS (unpublished and TableBuilder) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0; (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026* (Cat. no. 3238.0), Canberra.

TABLE 3A.27

Table 3A.27 **Proportion of enrolled children aged 4 and 5 years attending a preschool program in the YBFS, by Indigenous status, 2013 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (c)</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children enrolled										
Aboriginal and Torres Strait Islander children	no.	3 121	982	3 318	2 094	902	563	129	1 286	12 400
Non-Indigenous children (e)	no.	65 691	74 813	58 339	30 362	15 292	5 355	5 262	2 080	257 195
All children (f)	no.	69 667	76 048	62 047	32 834	16 684	6 741	5 425	3 374	272 810
Number of children attending										
Aboriginal and Torres Strait Islander children	no.	2 996	897	3 206	2 094	862	544	132	993	11 719
Non-Indigenous children (e)	no.	64 569	71 699	57 013	30 347	15 141	5 254	5 180	1 979	251 183
All children (f)	no.	68 395	72 848	60 605	32 818	16 485	6 596	5 335	2 979	266 062
Proportion of enrolled children who are attending										
Aboriginal and Torres Strait Islander children	%	96.0	91.3	96.6	100.0	95.6	96.6	102.3	77.2	94.5
Non-Indigenous children (e)	%	98.3	95.8	97.7	100.0	99.0	98.1	98.4	95.1	97.7
All children (f)	%	98.2	95.8	97.7	100.0	98.8	97.8	98.3	88.3	97.5

- (a) Data for children enrolled in and attending the YBFS include children aged 4 and 5 years on 1 July and exclude children aged 5 years old who were enrolled in a preschool program in the previous year as a 4 year old. The YBFS population is an estimate of a single year cohort for the population that will transition to full time schooling in the following year.
- (b) Enrolment and attendance data are very similar for some jurisdictions because enrolment requires the child to have attended that program for at least one hour during the reference period, or were absent due to illness or extended holiday leave and are expected to return. A child is considered to be attending a preschool program if the child is enrolled and has attended for at least one hour during the reference period. Also, in WA attendance rates have been applied to enrolment counts to estimate the number of children attending. This results in the proportion equalling 100 per cent.
- (c) There may be small duplication of children across provider types due to the inclusion of child aggregate data from some service providers in Queensland and WA.
- (d) SA data should be used with caution as enrolment numbers in Government funded preschools in 2013 were affected by the transition from a quarterly intake to a single annual intake.
- (e) Excludes children for whom Indigenous status is not stated/indadequately described.
- (f) Includes children for whom Indigenous status is not stated/indadequately described.

Source: ABS (2014 and unpublished) *Preschool Education, Australia, 2013*, Cat. No. 4240.0.

TABLE 3A.28

Table 3A.28 **Service availability during non-standard hours for Australian Government CCB approved child care services (per cent), 2014 (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of CCB approved services operating before 7am on any day Monday to Friday									
Long day care	13.1	41.7	67.8	36.9	42.7	16.8	1.7	16.4	34.0
Family day care	4.9	3.6	32.4	–	9.1	–	12.5	–	9.7
Vacation care	10.4	10.9	38.9	17.6	15.8	7.4	–	4.3	18.5
OSHC	14.3	7.3	31.6	10.6	11.2	6.3	–	9.1	14.6
Occasional care	–	–	–	–	–	–	–	na	–
In home care	59.5	37.5	25.0	16.7	33.3	–	100.0	na	41.9
Total services	13.1	18.7	47.4	21.3	20.5	9.1	1.2	10.5	22.6
Proportion of CCB approved services operating after 6.30pm on any day Monday to Friday									
Long day care	1.7	2.0	0.9	–	1.2	–	1.7	1.4	1.4
Family day care	3.5	4.5	26.9	–	4.5	–	–	–	8.2
Vacation care	0.7	0.7	–	1.1	1.1	3.2	3.4	2.2	0.8
OSHC	0.9	0.4	0.4	0.2	0.6	1.0	0.7	3.0	0.6
Occasional care	–	–	–	–	–	–	–	na	–
In home care	32.4	25.0	20.0	–	33.3	–	–	na	24.4
Total services	1.5	1.3	1.4	0.3	1.0	1.2	1.5	2.1	1.3
Proportion of CCB approved services operating on weekends (either day)									
Long day care	0.6	0.3	–	–	0.3	–	–	–	0.3
Family day care	7.7	5.9	2.8	–	13.6	–	12.5	–	5.6
Vacation care	0.1	0.2	–	–	–	–	–	–	0.1
OSHC	0.1	–	–	–	–	–	–	–	–
Occasional care	–	–	–	–	–	–	–	na	–
In home care	2.7	6.3	10.0	–	–	–	–	na	4.7
Total services	0.6	0.5	0.1	–	0.3	–	0.3	–	0.4
Proportion of CCB approved services operating overnight on any day									
Long day care	–	–	–	–	–	–	–	–	–
Family day care	–	1.4	29.6	–	–	–	12.5	–	6.6
Vacation care	–	–	–	–	–	–	–	–	–
OSHC	–	–	–	–	–	–	–	–	–
Occasional care	–	–	–	–	–	–	–	na	–
In home care	–	–	–	–	–	–	100.0	na	1.2
Total services	–	0.1	0.9	–	–	–	0.6	–	0.2
Proportion of CCB approved services providing non-standard hours									
Long day care	14.6	43.2	68.4	36.9	43.3	16.8	3.4	17.8	35.1
Family day care	11.9	10.4	34.3	–	18.2	–	25.0	–	15.1
Vacation care	11.0	11.7	38.9	18.7	16.6	10.6	3.4	6.5	19.2
OSHC	15.1	7.7	31.7	10.8	11.7	7.3	0.7	12.1	15.1
Occasional care	–	–	–	–	–	–	–	na	–
In home care	59.5	43.8	30.0	16.7	33.3	–	100.0	na	44.2
Total services	14.4	19.9	47.8	21.6	21.2	10.3	3.0	12.6	23.6

Table 3A.28 **Service availability during non-standard hours for Australian Government CCB approved child care services (per cent), 2014 (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) The definition of non-standard hours was updated for this Report. See section 3.6 for the new definition. Also, the source and reference period for these data have changed. Data should not be compared to previous years.

(b) Data are as at 20 August 2014.

na Not available. – Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished) administrative data collection.

TABLE 3A.29

Table 3A.29 **Service availability during non-standard hours for State and Territory government funded and/or provided child care services, 2013-14 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>
Number of State and Territory government funded and/or provided child care services with service availability during non-standard hours									
Child care services									
Long day care	no.	na	na	..	na	–	..	na	na
Family day care	no.	–	na	..	na	–	..	na	na
Vacation care	no.	na	na	9	na	..	–	na	na
OSHC	no.	–	na	..	na	..	..	na	na
Occasional care	no.	na	na	33	na	–	–	na	na
Other care	no.	–	na	..	–	–	..	na	na
Total child care services	no.	na	na	42	na	–	–	na	na
Proportion of State and Territory government funded and/or provided child care services with service availability during non-standard hours									
Child care services									
Long day care	%	na	na	..	na	–	..	na	na
Family day care	%	–	na	..	na	–	..	na	na
Vacation care	%	na	na	50.0	na	..	–	na	na
OSHC	%	–	na	..	na	..	..	na	na
Occasional care	%	na	na	100.0	na	–	–	na	na
Other care	%	–	na	..	–	–	..	na	na
Total child care services	%	na	na	82.4	na	–	–	na	na

- (a) The definition of non-standard hours was updated for this Report. Data should not be compared to previous years. See section 3.6 for the new definition.
- (b) Reliable data from State Government funded child care services are unavailable from 2011-12. Previously, the NSW Government provided estimates for the years 2011-12 and 2012-13 to avoid a break in the series. These data are not considered accurate.
- (c) Victoria and the NT do not collect data on non-standard hours of care.
- (d) All 42 of Queensland's services which provide non-standard hours of care operate before 7am. 33 of the 42 services operate after 6.30pm (3 vacation care services and 30 occasional care services). In Queensland, child care data are based on an annual voluntary census, and response rates are variable by service type and over time.
- (e) SA Government provided child care services do not provide non-standard hours of care.

Table 3A.29 **Service availability during non-standard hours for State and Territory government funded and/or provided child care services, 2013-14 (a)**

<i>Unit</i>	<i>NSW (b)</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>
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na Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments (unpublished).

Table 3A.30 Median weekly service cost of Australian Government CCB approved child care services (\$/week) (2013-14 dollars) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Long day care									
2008	321	309	286	292	303	278	350	286	303
2009	337	328	303	316	320	291	365	290	320
2010	339	317	295	311	295	295	377	301	311
2011	349	323	297	317	297	312	390	307	312
2012	378	362	317	345	326	334	419	330	349
2013	395	381	332	367	343	354	445	351	367
2014	416	400	346	383	364	374	463	368	385
Family day care (c), (d)									
2008	282	291	285	278	268	306	333	203	280
2009	298	303	300	320	275	281	350	299	299
2010	295	295	311	311	279	306	344	301	295
2011	302	281	312	323	271	317	369	333	291
2012	323	324	347	358	301	361	378	339	331
2013	330	340	352	370	312	368	405	372	342
2014	360	395	351	363	388	384	398	411	375

(a) Based on hours open or care provided during the March quarter.

(b) Median costs are based on 50 hours of care in the collection week. Data are based on cost to parents as reported in administrative data, and may not represent the fee quoted by individual services, but are before fee reduction due to CCB and CCR.

(c) Excludes in home care. In home care carers employed by family day care services have been excluded from the fees calculation.

(d) Family day care costs includes parent levy.

Source: Australian Government Department of Human Services administrative data (unpublished); Australian Government Department of Education (unpublished) administrative data collection.

Table 3A.31 **Median weekly service cost of Australian Government CCB approved long day care services, by remoteness area, 2014 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT (g)</i>	<i>NT (h)</i>	<i>Aust</i>
Median costs										
Major Cities and Inner Regional Australia	\$/week	418	400	349	377	365	381	463	..	388
Other regions (i)	\$/week	341	364	335	429	351	338	..	367	352
All areas	\$/week	416	400	346	383	364	374	463	368	385

- (a) Based on hours open or care provided during the March quarter.
- (b) Median costs are based on 50 hours of care in the collection week. Data are based on cost to parents as reported in administrative data, and may not represent the fee quoted by individual services, but are before fee reduction due to CCB and CCR.
- (c) Based on fee information for children aged 0–12 years old.
- (d) Remoteness area is based upon the ABS' Australian Statistical Geography Standard (ASGS) 2011.
- (e) There are no ASGS classified 'very remote' areas in Victoria.
- (f) There are no ASGS classified 'major cities' in Tasmania.
- (g) There are no ASGS classified 'outer regional', 'remote' or 'very remote' areas in the ACT.
- (h) There are no ASGS classified 'major cities' or 'inner regional' areas in the NT.
- (i) Includes ASGS classifications of Outer Regional Australia, Remote Australia and Very Remote Australia.
- .. Not applicable.

Source: Australian Government Department of Education (unpublished) administrative data collection.

TABLE 3A.32

Table 3A.32 **Hourly cost of a preschool program (after subsidies), per child enrolled, by cost range (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust (d)</i>
2012										
Number of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	no.	932	17 638	6 739	23 482	15 306	4 909	3 829	3 168	76 003
\$1–4	no.	43 979	43 336	22 652	7 326	1 973	1 537	831	np	121 634
\$5–9	no.	20 401	6 263	20 200	1 069	378	220	494	np	49 025
\$10–14	no.	289	6 302	2 226	255	588	46	np	–	9 706
\$15–19	no.	np	2 149	612	46	176	np	np	–	2 983
\$20 or more	no.	np	1 319	374	6	256	np	–	–	1 955
Not stated	no.	4 230	–	–	np	198	–	–	115	4 543
Total	no.	69 913	77 007	52 803	32 186	18 875	6 717	5 166	3 369	266 036
Proportion of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	%	1.3	22.9	12.8	73.0	81.1	73.1	74.1	94.0	28.6
\$1–4	%	62.9	56.3	42.9	22.8	10.5	22.9	16.1	np	45.7
\$5–9	%	29.2	8.1	38.3	3.3	2.0	3.3	9.6	np	18.4
\$10–14	%	0.4	8.2	4.2	0.8	3.1	0.7	np	–	3.6
\$15–19	%	np	2.8	1.2	0.1	0.9	np	np	–	1.1
\$20 or more	%	np	1.7	0.7	–	1.4	np	–	–	0.7
Not stated	%	6.1	–	–	np	1.0	–	–	3.4	1.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2013										
Number of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	no.	4 223	17 046	8 139	23 424	12 216	4 958	3 528	3 071	76 605
\$1–4	no.	56 905	48 105	47 003	7 838	3 068	1 640	1 166	311	166 038
\$5–9	no.	17 008	9 101	7 917	1 273	688	224	777	6	36 996
\$10–14	no.	277	4 657	342	339	535	15	217	–	6 377
\$15–19	no.	71	950	–	51	75	–	40	–	1 186
\$20 or more	no.	–	491	–	8	131	–	–	–	629
Not stated	no.	–	–	–	45	–	–	37	127	212
Total	no.	78 480	80 348	63 399	32 978	16 714	6 836	5 765	3 521	288 052
Proportion of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	%	5.4	21.2	12.8	71.0	73.1	72.5	61.2	87.2	26.6
\$1–4	%	72.5	59.9	74.1	23.8	18.4	24.0	20.2	8.8	57.6
\$5–9	%	21.7	11.3	12.5	3.9	4.1	3.3	13.5	0.2	12.8
\$10–14	%	0.4	5.8	0.5	1.0	3.2	0.2	3.8	–	2.2
\$15–19	%	0.1	1.2	–	0.2	0.4	–	0.7	–	0.4
\$20 or more	%	–	0.6	–	–	0.8	–	–	–	0.2
Not stated	%	–	–	–	0.1	–	–	0.6	3.6	0.1
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data include children aged 4 and 5 years as at 1 July.

Table 3A.32 Hourly cost of a preschool program (after subsidies), per child enrolled, by cost range (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i> (b)	<i>WA</i> (b)	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (c)	<i>NT</i>	<i>Aust</i> (d)
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(b) 2012 child level enrolment data for Queensland are not available and episode of enrolment data were used instead. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so in these cases will be counted more than once in episode counts. These data are included in the national total. Care should be taken when comparing Queensland data from 2012 to 2013. Care also needs to be taken when interpreting 2013 Queensland and WA data as there may be some duplication of children across different provider types. About 8 per cent of 2012 data for fees in WA were calculated using averages at the provider level.

(c) 2012 totals for the ACT exclude data for preschools within independent schools, which were unavailable.

(d) Data for Australia are the total of the sum of the states and territories for which data are available.

– Nil or rounded to zero. **np** Not published.

Source: Derived from ABS 2013 and 2014, *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0, Canberra.

TABLE 3A.33

Table 3A.33 **Median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years, by sector (\$/hour) (2013-14 dollars) (a), (b)**

	NSW (c)	Vic	Qld (d)	WA (d)	SA	Tas	ACT (e)	NT	Aust (d)
2012									
Preschool									
Government	np	1.63	np	–	–	–	–	–	–
Non-government	4.75	1.83	np	1.59	2.10	1.90	na	–	2.29
Total preschool (f)	4.75	1.78	np	–	–	–	–	–	1.26
Preschool program within a long day care centre (g)	2.77	3.86	np	1.77	0.68	1.77	4.10	0.66	2.97
Total with a preschool program	3.50	1.97	np	–	–	–	–	–	1.83
2013									
Preschool									
Government	1.70	1.50	–	–	–	–	–	–	–
Non-government	4.00	1.90	4.10	2.10	1.40	2.00	10.50	–	2.50
Total preschool (g)	3.70	1.70	4.00	–	–	–	–	–	1.60
Preschool program within a long day care centre (g)	2.90	3.70	2.00	3.40	2.20	3.40	4.50	2.60	2.60
Total with a preschool program	3.20	2.10	2.20	–	–	–	–	–	2.10

(a) Median costs were calculated for those children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated.

(b) Data include children aged 4 and 5 years as at 1 July.

(c) 2012 government preschool data are not published for NSW as they exclude data for all 100 government operated preschools for which fee information was not collected. Caution should therefore be used when interpreting the 2012 NSW costs for 'total preschool' and 'total with a preschool program'.

(d) For Queensland and WA 2013 data provided in aggregate, fees were calculated using averages at the provider level. Approximately 8 per cent of 2012 data for fees in WA were calculated using averages at the provider level. 2012 data for Queensland are not published and are not included in the 2012 median calculated for Australia.

(e) 2012 data for the ACT exclude data for preschools within independent schools, which were unavailable.

(f) Total preschool includes multiple preschools.

(g) Includes long day care with preschool and long day care with a preschool program and preschool.

na Not available. – Nil or rounded to zero. np Not published.

Table 3A.33 **Median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years, by sector (\$/hour) (2013-14 dollars) (a), (b)**

	NSW (c)	Vic	Qld (d)	WA (d)	SA	Tas	ACT (e)	NT	Aust (d)
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Source: ABS (unpublished, TableBuilder) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0, Canberra.

Table 3A.34 **Median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years, by remoteness area (\$/hour) (2013-14 dollars) (a), (b), (c)**

	NSW (d)	Vic	Qld (e)	WA (e)	SA	Tas	ACT (f)	NT	Aust (e)
2012									
Major cities of Australia	3.92	2.15	np	–	–	..	–	..	2.29
Inner/outer regional Australia	2.85	1.34	np	–	–	–	–	np	1.57
Remote/very remote Australia	1.68	2.02	np	–	–	–	..	–	–
2013									
Major cities of Australia	3.70	2.20	2.40	–	–	..	–	..	2.40
Inner/outer regional Australia	2.20	1.40	2.10	–	–	–	3.40	–	1.60
Remote/very remote Australia	0.90	1.70	0.80	–	–	–	..	–	–

(a) Median costs were calculated for those children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated.

(b) Data include children aged 4 and 5 years as at 1 July.

(c) Remoteness area is based on the ABS' Australian Statistical Geography Standard (ASGS) 2011. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.

(d) 2012 NSW data exclude all 100 government operated preschools, for which fee information is not collected. Caution should therefore be used when interpreting the 2012 NSW costs.

(e) For Qld and WA 2013 data provided in aggregate, fees were calculated using averages at the provider level. Approximately 8 per cent of 2012 data for fees in WA were calculated using averages at the provider level. 2012 data for Queensland are not published and are not included in the 2012 median calculated for Australia.

(f) 2012 data for the ACT exclude data for preschools within independent schools, which were unavailable.

.. Not applicable. – Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished, TableBuilder) *Preschool Education, Australia, 2012 and 2013*, Cat. no. 4240.0, Canberra.

TABLE 3A.35

Table 3A.35 **Staff employed by Australian Government CCB approved child care services (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004										
Full time equivalent staff										
Primary contact staff	FTE	14 242	9 752	11 808	3 535	3 098	783	1 226	654	45 098
Administrative staff	FTE	2 119	1 449	1 776	519	519	132	174	99	6 787
Other staff	FTE	1 129	690	529	281	154	47	64	56	2 950
All FTE staff	FTE	17 490	11 891	14 113	4 335	3 771	962	1 464	809	54 835
Family day carers (h)										
All family day carers	FTE	4 862	3 818	4 069	988	1 629	606	415	214	16 601
Total unpaid staff										
All unpaid staff	no.	974	553	587	398	239	55	38	12	2 858
2006 (i)										
Full time equivalent staff										
Primary contact staff	FTE	17 445	12 165	15 059	4 380	3 959	1 044	1 446	838	56 335
Administrative staff	FTE	973	483	593	231	233	94	56	30	2 692
Other staff	FTE	831	455	348	197	156	49	41	41	2 119
All FTE staff	FTE	19 249	13 103	16 000	4 808	4 348	1 187	1 543	909	61 146
Family day carers (h)										
All family day carers	FTE	4 653	3 315	3 619	885	1 446	528	366	206	15 019
Total unpaid staff										
All unpaid staff	no.	563	251	254	96	75	16	9	22	1 287
2008-09										
Full time equivalent staff										
Primary contact staff	FTE	21 150	14 440	17 210	5 070	4 730	1 440	1 550	910	66 510
Administrative staff	FTE	970	430	680	260	200	80	70	50	2 740
Other staff	FTE	1 010	860	510	260	190	40	50	40	2 950
All FTE staff	FTE	23 120	15 730	18 410	5 580	5 120	1 560	1 680	1 000	72 200
Family day carers (h)										
All family day carers	FTE	5 030	3 320	3 220	880	1 360	420	360	660	15 260
Total unpaid staff										
All unpaid staff (j)	no.	1 360	340	220	160	140	30	20	<20	2 280
2010										
Full time equivalent staff										
Primary contact staff	FTE	20 915	12 922	15 838	4 569	4 307	1 288	1 624	783	62 247
Administrative staff	FTE	1 936	1 277	1 540	502	443	192	178	88	6 155
Other staff	FTE	798	693	541	184	193	24	44	80	2 557
All FTE staff	FTE	23 649	14 892	17 919	5 255	4 944	1 504	1 847	950	70 959
Family day carers (h)										
All family day carers	FTE	4 818	3 759	3 877	782	1 176	529	696	310	15 947
Total unpaid staff										
All unpaid staff (k)	no.	451	165	154	98	32	<20	<20	<20	926

Table 3A.35 Staff employed by Australian Government CCB approved child care services (a), (b), (c), (d), (e), (f), (g)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2013										
Full time equivalent staff										
Primary contact staff	FTE	23 400	15 738	17 383	5 535	5 076	1 258	1 990	840	71 220
Administrative staff	FTE	2 149	1 561	1 735	567	454	187	157	100	6 910
Other staff	FTE	832	579	347	189	185	35	38	50	2 255
All FTE staff	FTE	26 381	17 878	19 465	6 291	5 715	1 480	2 185	990	80 385
Family day carers (h)										
Family day carers	FTE	4 660	4 701	3 175	1 490	1 504	487	124	237	16 377
Total unpaid staff										
All unpaid staff (k)	no.	325	114	102	31	51	<20	<20	<20	648

- (a) FTE = Full time equivalent (defined as 38 hours a week). For family day care, full time equivalent staff are defined as 35 hours per week. It is not possible to determine whether a carer is an employee or a contractor: the situation differs within each state and territory and between states and territories.
- (b) There may be double counting of staff who work in more than one centre.
- (c) Due to rounding, the totals may not equal the sum of the components.
- (d) Data for 2010 and 2013 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*.
- (e) Data for 2004 and 2006 are weighted from the AGCCCS. Data for 2008-09 are weighted data drawn from the Australian Government Child Care Provider Survey (AGCCPS). Data for 2008-09 are not directly comparable to previous years due to the change in the source for data collection.
- (f) Data on staff were collected for all services except Vacation Care during the weeks 22–28 March 2004, 8–14 May 2006 and 24–30 November 2008. The weeks in which vacation care attendance were measured varied for these years due to different vacation care periods across Australia. For 2010 data on staff were collected for all services except vacation care during the reference week 31 May - 6 June 2010 (excluding Tasmania, where the reference week was 21-27 June 2010). The reference week for vacation care was 5-11 July 2010 (excluding Tasmania, where the reference week was 7-13 June 2010). The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (g) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.
- (h) Family day care includes in home care. State or territory is based on the location of the family day care scheme, and may not match the location in which the care is delivered.
- (i) The breakdown of contact and administration staff for 2006 is not comparable to previous years due to changes in definition.
- (j) There were fewer than 20 unpaid staff in approved services in the NT.
- (k) There were fewer than 20 unpaid staff in approved services in Tasmania, the ACT and the NT.

Source: Australian Government Department of Education (unpublished) administrative data collection; *National Early Childhood Education and Care Workforce Census, 2010 and 2013*; *Australian Government Child Care Provider Survey 2008-09* and *Australian Government Census of Child Care Services 2006*; FaCSIA (unpublished) *Australian Government Census of Child Care Services 2004*.

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government CCB approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004 (f)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	11 808	8 504	10 084	2 549	2 346	767	909	425	37 392
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	3 915	2 439	1 473	929	1 060	245	368	138	10 567
Fewer than three years relevant experience (g)	no.	5 175	4 473	5 785	1 492	1 947	373	973	359	20 577
All staff without a relevant formal qualification at or above Certificate level III	no.	9 090	6 912	7 258	2 421	3 007	618	1 341	497	31 144
All primary contact staff	no.	20 899	15 417	17 342	4 970	5 353	1 385	2 249	922	68 537
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	56.5	55.2	58.1	51.3	43.8	55.4	40.4	46.1	54.6
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	18.7	15.8	8.5	18.7	19.8	17.7	16.4	15.0	15.4
Fewer than three years relevant experience (g)	%	24.8	29.0	33.4	30.0	36.4	26.9	43.3	38.9	30.0
All staff without a relevant formal qualification at or above Certificate level III	%	43.5	44.8	41.9	48.7	56.2	44.6	59.6	53.9	45.4
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006 (h)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	14 312	10 108	12 601	3 223	3 301	1 035	1 043	481	46 104
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	9 290	7 749	8 760	2 555	3 217	653	1 240	530	33 994
Fewer than three years relevant experience (g)	no.	1 491	1 003	540	343	314	119	117	91	4 019
All staff without a relevant formal qualification at or above Certificate level III	no.	10 781	8 752	9 300	2 898	3 531	772	1 357	621	38 013
All primary contact staff	no.	25 093	18 860	21 901	6 122	6 833	1 807	2 400	1 102	84 117

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government CCB approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	57.0	53.6	57.5	52.6	48.3	57.3	43.5	43.6	54.8
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	37.0	41.1	40.0	41.7	47.1	36.1	51.7	48.1	40.4
Fewer than three years relevant experience (g)	%	5.9	5.3	2.5	5.6	4.6	6.6	4.9	8.3	4.8
All staff without a relevant formal qualification at or above Certificate level III	%	43.0	46.4	42.5	47.3	51.7	42.7	56.5	56.4	45.2
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008-09 (f)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	18 810	13 520	16 880	4 170	4 300	1 580	1 120	640	61 000
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	5 210	3 630	1 940	930	1 700	290	400	160	14 250
Fewer than three years relevant experience (g)	no.	5 540	4 370	5 380	1 770	2 050	440	950	420	20 920
All staff without a relevant formal qualification at or above Certificate level III	no.	10 760	8 000	7 310	2 700	3 750	730	1 350	580	35 170
All primary contact staff	no.	29 560	21 520	24 190	6 870	8 050	2 310	2 470	1 220	96 170
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	63.6	62.8	69.8	60.7	53.4	68.4	45.3	52.5	63.4
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	17.6	16.9	8.0	13.5	21.1	12.6	16.2	13.1	14.8
Fewer than three years relevant experience (g)	%	18.7	20.3	22.2	25.8	25.5	19.0	38.5	34.4	21.8
All staff without a relevant formal qualification at or above Certificate level III	%	36.4	37.2	30.2	39.3	46.6	31.6	54.7	47.5	36.6

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government CCB approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010 (i)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	18 020	12 942	15 977	3 855	4 001	1 380	1 177	493	57 840
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	5 036	2 948	1 631	836	1 640	337	414	135	12 977
Fewer than three years relevant experience	no.	5 142	2 793	4 103	1 314	1 560	335	931	368	16 546
All staff without a relevant formal qualification at or above Certificate level III	no.	10 178	5 741	5 734	2 150	3 200	672	1 345	504	29 522
All primary contact staff	no.	28 198	18 683	21 711	6 005	7 201	2 052	2 522	997	87 362
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	63.9	69.3	73.6	64.2	55.6	67.3	46.7	49.4	66.2
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	17.9	15.8	7.5	13.9	22.8	16.4	16.4	13.5	14.9
Fewer than three years relevant experience	%	18.2	14.9	18.9	21.9	21.7	16.3	36.9	36.9	18.9
All staff without a relevant formal qualification at or above Certificate level III	%	36.1	30.7	26.4	35.8	44.4	32.7	53.3	50.6	33.8
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2013										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	22 998	17 864	18 478	5 092	5 757	1 505	1 591	568	73 852
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	3 065	1 594	1 465	604	987	224	382	160	8 482
Fewer than three years relevant experience	no.	5 223	2 934	4 223	1 698	1 464	267	1 173	338	17 322
All staff without a relevant formal qualification at or above Certificate level III	no.	8 287	4 529	5 689	2 303	2 451	491	1 555	499	25 804

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government CCB approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All primary contact staff	no.	31 285	22 393	24 167	7 394	8 208	1 996	3 145	1 067	99 655
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	73.5	79.8	76.5	68.9	70.1	75.4	50.6	53.2	74.1
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	9.8	7.1	6.1	8.2	12.0	11.2	12.1	15.0	8.5
Fewer than three years relevant experience	%	16.7	13.1	17.5	23.0	17.8	13.4	37.3	31.7	17.4
All staff without a relevant formal qualification at or above Certificate level III	%	26.5	20.2	23.5	31.1	29.9	24.6	49.4	46.8	25.9
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) There may be double counting of staff where staff work in more than one centre.
- (b) Due to rounding, the totals may not equal the sum of the components.
- (c) Data for 2004 and 2006 are weighted from the AGCCCS. Data for 2008-09 are weighted data drawn from the AGCCPS. Data for 2008-09 are not directly comparable to previous years due to the change in the source for data collection. Data for 2010 and 2013 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*.
- (d) Data on staff were collected for all services except vacation care during the weeks 22–28 March 2004, 8–14 May 2006 and 24–30 November 2008. The weeks in which vacation care attendance were measured varied due to different vacation care periods across Australia. For 2010, data on staff were collected for all services except vacation care during the reference week 31 May–6 June 2010 (excluding Tasmania, where the reference week was 21–27 June 2010). The reference week for vacation care was 5–11 July 2010 (excluding Tasmania, where the reference week was 7–13 June 2010). For 2013, data on staff were collected for all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (e) Excludes Aboriginal play groups and enrichment programs and occasional care neighbourhood model, for which data were not available.
- (f) In home carers are excluded.
- (g) Includes staff training for a qualification.
- (h) The breakdown of contact and administration staff for 2006 is not comparable to previous years due to changes in definition.
- (i) 2010 and 2013 data exclude family day care and in home care carers.

Table 3A.36 **Paid primary contact staff employed by Australian Government CCB approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: Australian Government Department of Education (unpublished) administrative data collection; *National Early Childhood Education and Care Workforce Census, 2010 and 2013*; *Australian Government Child Care Provider Survey 2008-09* and *Australian Government Census of Child Care Services 2006*; FaCSIA (unpublished) *Australian Government Census of Child Care Services 2004*.

TABLE 3A.37

Table 3A.37 **Qualified paid primary contact staff employed by Australian Government CCB approved child care services, by level of qualification and field of study, 2013 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Paid primary contact staff with a formal qualification										
Level of qualification										
Certificate III or IV	no.	9 820	7 863	9 107	2 167	2 046	690	723	342	32 759
Diploma or Advanced Diploma	no.	8 591	7 705	6 954	2 279	2 613	674	618	183	29 616
Bachelor degree and above (f)	no.	4 587	2 296	2 417	646	1 098	141	250	43	11 477
All primary contact staff with a formal qualification at Certificate III or above	no.	22 998	17 864	18 478	5 092	5 757	1 505	1 591	568	73 852
Proportion of paid primary contact staff with a formal qualification										
Level of qualification										
Certificate III or IV	%	42.7	44.0	49.3	42.6	35.5	45.8	45.4	60.2	44.4
Diploma or Advanced Diploma	%	37.4	43.1	37.6	44.8	45.4	44.8	38.8	32.2	40.1
Bachelor degree and above (f)	%	19.9	12.9	13.1	12.7	19.1	9.4	15.7	7.6	15.5
All primary contact staff with a formal qualification at Certificate III or above	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Field of study of paid primary contact staff with a bachelor degree and above										
Number of staff										
Early childhood education (g)	no.	4 118	1 881	1 836	475	867	115	192	22	9 507
Other ECEC related field of study (h)	no.	468	415	580	171	230	26	58	21	1 970
All paid primary contact staff with a bachelor degree and above	no.	4 587	2 296	2 417	646	1 098	141	250	43	11 477
Proportion of paid primary contact staff with a bachelor degree and above, by field of study										
Early childhood education (g)	%	89.8	81.9	76.0	73.5	79.0	81.6	76.8	51.2	82.8
Other ECEC related field of study (h)	%	10.2	18.1	24.0	26.5	20.9	18.4	23.2	48.8	17.2
All paid primary contact staff with a bachelor degree and above	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3A.37 Qualified paid primary contact staff employed by Australian Government CCB approved child care services, by level of qualification and field of study, 2013 (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Data are weighted data drawn from the 2013 National Early Childhood Education and Care Workforce Census. Due to rounding, the totals may not equal the sum of the components.									
(b)	There may be double counting of staff where staff work in more than one centre.									
(c)	For 2013, data on staff were collected for all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).									
(d)	Excludes Aboriginal play groups and enrichment programs and mobile toy library services, for which data were not available.									
(e)	Excludes family day care and in home care.									
(f)	Bachelor degree and above includes Bachelor degree (either three or four year degrees), Graduate Certificate, Graduate Diploma, Masters degree, and Doctorate degree.									
(g)	Includes Bachelor of Early Childhood Education and Bachelor of Education (Primary).									
(h)	Includes Bachelor of Education (Secondary), Behavioural Sciences degrees, Nursing, Mothercraft, and other children's services related fields of tertiary education.									

Source: Australian Government Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013*.

TABLE 3A.38

Table 3A.38 Paid primary contact staff in Australian Government CCB approved child care services who undertook relevant in-service training in previous 12 months (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004 (f)										
Total paid primary contact staff										
Number of staff	no.	20 899	15 417	17 342	4 970	5 353	1 385	2 249	922	68 537
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	13 203	8 868	12 307	3 035	3 003	851	1 145	520	42 931
Proportion of staff	%	63.2	57.5	71.0	61.1	56.1	61.4	50.9	56.4	62.6
2006										
Total paid primary contact staff										
Number of staff	no.	25 093	18 860	21 901	6 122	6 833	1 807	2 400	1 102	84 117
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	16 436	11 964	14 981	3 852	4 132	1 212	1 457	765	54 799
Proportion of staff	%	65.5	63.4	68.4	62.9	60.5	67.1	60.7	69.4	65.1
2008-09										
Total paid primary contact staff										
Number of staff	no.	29 560	21 520	24 190	6 870	8 050	2 310	2 470	1 220	96 170
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	21 580	15 820	18 240	4 860	6 050	1 810	1 690	900	70 960
Proportion of staff	%	73.0	73.5	75.4	70.7	75.2	78.4	68.4	73.8	73.8
2010										
Total paid primary contact staff										
Number of staff	no.	28 198	18 683	21 711	6 005	7 201	2 052	2 522	997	87 362
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	22 035	15 276	18 056	4 698	5 727	1 773	2 018	825	70 408
Proportion of staff	%	78.1	81.8	83.2	78.2	79.5	86.4	80.0	82.7	80.6
2013										
Total paid primary contact staff										
Number of staff	no.	31 285	22 393	24 167	7 394	8 208	1 996	3 145	1 067	99 655
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	24 972	17 644	20 393	5 894	6 640	1 652	2 539	872	80 606
Proportion of staff	%	79.8	78.8	84.4	79.7	80.9	82.8	80.7	81.7	80.9

(a) There may be double counting of staff where staff work in more than one centre.

(b) Due to rounding, the totals may not equal the sum of the components.

(c) Data for 2004 and 2006 are weighted from the AGCCCS. Data for 2008-09 are weighted data drawn from the AGCCPS. Data for 2008-09 are not directly comparable to previous years due to the change in the source for data collection. Data for 2010 and 2013 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*.

Table 3A.38 Paid primary contact staff in Australian Government CCB approved child care services who undertook relevant in-service training in previous 12 months (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	Data on staff were collected for all services except Vacation Care during the weeks 22 to 28 March 2004, 8 to 14 May 2006 and 24 to 30 November 2008. The weeks in which vacation care attendance were measured varied due to different vacation care periods across Australia. For 2010 data on staff were collected for all services except vacation care during the reference week 31 May to 6 June 2010 (excluding Tasmania, where the reference week was 21 to 27 June 2010). The reference week for vacation care was 5 to 11 July 2010 (excluding Tasmania, where the reference week was 7 to 13 June 2010). For 2013 data on staff were collected for all services except vacation care during the reference week 20 to 26 May 2013. The reference week for vacation care was 8 to 14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1 to 7 July 2013).									
(e)	Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.									
(f)	Excludes family day care and occasional care neighbourhood model, for which data were not available.									
<i>Source:</i>	Australian Government Department of Education (unpublished) <i>National Early Childhood Education and Care Workforce Census, 2010 and 2013</i> ; Australian Government Child Care Provider Survey 2008-09 and Australian Government Census of Child Care Services 2006; FaCSIA (unpublished) <i>Australian Government Census of Child Care Services 2004</i> .									

TABLE 3A.39

Table 3A.39 **Primary contact staff in Australian Government CCB approved child care services, by tenure in the ECEC sector, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Long day care										
Staff tenure										
Less than 1 year	%	9.1	5.3	7.2	9.9	7.4	4.8	12.1	9.4	7.7
1 to 3 years	%	27.8	31.0	30.8	33.7	28.6	26.5	35.5	35.2	30.0
4 to 6 years	%	21.0	23.8	23.3	23.1	22.1	25.0	22.9	26.2	22.6
7 to 9 years	%	11.8	11.9	12.5	11.8	13.1	14.0	9.3	8.2	12.0
10 years experience or more	%	30.3	28.1	26.2	21.5	28.7	29.7	20.3	21.0	27.6
Total long day care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no.	1 953	807	1 172	475	345	62	215	56	5 086
1 to 3 years	no.	5 940	4 748	4 996	1 611	1 336	344	633	211	19 819
4 to 6 years	no.	4 485	3 649	3 780	1 105	1 030	325	407	157	14 938
7 to 9 years	no.	2 525	1 822	2 028	566	612	181	165	49	7 950
10 years experience or more	no.	6 476	4 299	4 245	1 029	1 340	385	361	126	18 260
Total long day care staff	no.	21 380	15 324	16 221	4 787	4 663	1 297	1 782	599	66 052
Average staff tenure	yrs.	7.4	7.2	6.7	6.2	7.4	7.7	5.9	5.9	7.1
Family day care										
Staff tenure										
Less than 1 year	%	6.2	11.4	5.6	6.8	5.9	3.2	8.1	21.1	7.8
1 to 3 years	%	20.4	33.5	25.1	47.0	18.0	14.3	8.1	21.1	26.8
4 to 6 years	%	20.6	15.3	19.7	15.1	13.0	14.1	14.4	31.6	17.8
7 to 9 years	%	12.9	9.0	12.2	7.9	12.0	16.3	8.1	5.3	11.1
10 years experience or more	%	40.0	30.7	37.3	23.1	51.2	52.1	61.3	21.1	36.5
Total family day care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no	231	400	122	66	52	12	8	40	931
1 to 3 years	no	766	1 173	546	453	158	52	8	40	3 196

TABLE 3A.39

Table 3A.39 **Primary contact staff in Australian Government CCB approved child care services, by tenure in the ECEC sector, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
4 to 6 years	no	772	537	429	146	114	51	15	60	2 124
7 to 9 years	no	484	317	266	76	105	59	8	10	1 326
10 years experience or more	no	1 501	1 076	811	222	450	189	63	40	4 354
Total family day care staff	no.	3 754	3 504	2 175	963	878	363	103	190	11 931
Average staff tenure	yrs.	9.0	7.3	8.6	5.7	11.2	11.4	12.3	6.5	8.4
OSHC										
Staff tenure										
Less than 1 year	%	12.1	11.2	13.8	15.7	8.8	10.3	22.3	17.4	12.7
1 to 3 years	%	41.7	48.5	41.1	43.9	39.2	35.2	49.2	39.6	43.3
4 to 6 years	%	18.1	17.7	16.4	17.8	17.4	25.4	12.6	20.6	17.4
7 to 9 years	%	7.5	6.3	8.7	7.7	9.1	9.8	6.1	6.1	7.6
10 years experience or more	%	20.6	16.3	19.9	14.9	25.5	19.3	9.9	16.3	18.9
Total OSHC staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no.	586	420	508	186	144	34	177	34	2 090
1 to 3 years	no.	2 021	1 826	1 513	520	637	117	391	79	7 104
4 to 6 years	no.	874	667	603	210	283	84	100	41	2 862
7 to 9 years	no.	362	238	320	92	148	32	48	12	1 253
10 years experience or more	no.	998	613	732	176	414	64	79	32	3 108
Total OSHC staff	no.	4 841	3 763	3 678	1 185	1 626	332	795	198	16 417
Average staff tenure	yrs.	5.6	4.9	5.3	4.5	6.5	5.9	3.6	4.7	5.3
Occasional care										
Staff tenure										
Less than 1 year	%	8.6	3.4	3.8	4.3	–	–	17.6	–	5.6
1 to 3 years	%	21.1	18.1	23.7	24.9	–	11.8	11.6	–	20.3
4 to 6 years	%	20.9	14.1	16.2	17.2	–	17.6	35.5	–	17.6

TABLE 3A.39

Table 3A.39 Primary contact staff in Australian Government CCB approved child care services, by tenure in the ECEC sector, 2013 (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
7 to 9 years	%	10.8	12.9	5.0	9.7	–	–	11.6	–	10.6
10 years experience or more	%	38.6	51.4	51.2	43.9	100.0	70.6	23.7	–	46.0
Total occasional care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	–	100.0
Less than 1 year	no.	22	10	3	4	–	–	3	–	42
1 to 3 years	no.	54	51	19	23	–	2	2	–	151
4 to 6 years	no.	53	40	13	16	–	3	6	–	131
7 to 9 years	no.	28	36	4	9	–	–	2	–	79
10 years experience or more	no.	98	145	41	41	2	12	4	–	344
Total occasional care staff	no.	255	282	80	93	2	17	17	–	746
Average staff tenure	yrs.	9.2	11.3	11.4	10.3	25.0	15.8	5.5	–	10.5
Vacation care										
Staff tenure										
Less than 1 year	%	11.7	9.3	14.0	17.0	10.7	7.2	21.3	25.1	12.6
1 to 3 years	%	38.8	42.7	41.1	40.1	36.9	39.6	51.8	31.3	40.3
4 to 6 years	%	19.6	22.6	18.4	20.4	18.6	28.7	11.3	20.9	19.7
7 to 9 years	%	7.9	8.0	7.9	5.5	9.5	9.0	5.6	7.8	7.8
10 years experience or more	%	22.0	17.3	18.7	17.0	24.3	15.5	10.0	14.9	19.5
Total vacation care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no.	494	239	536	205	195	23	111	54	1 859
1 to 3 years	no.	1 641	1 093	1 575	485	671	127	270	68	5 929
4 to 6 years	no.	829	579	704	247	338	92	59	45	2 893
7 to 9 years	no.	332	204	301	67	172	29	29	17	1 151
10 years experience or more	no.	928	443	718	205	442	49	52	32	2 869
Total vacation care staff	no.	4 225	2 557	3 834	1 209	1 817	319	522	217	14 700
Average staff tenure	yrs.	5.8	5.5	5.1	4.8	6.3	5.5	3.6	4.8	5.4

TABLE 3A.39

Table 3A.39 **Primary contact staff in Australian Government CCB approved child care services, by tenure in the ECEC sector, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In home care										
Staff tenure										
Less than 1 year	%	11.6	2.7	14.0	6.9	31.5	4.3	–	–	10.1
1 to 3 years	%	35.3	36.9	38.5	38.2	45.6	34.8	–	–	37.7
4 to 6 years	%	23.3	25.1	19.1	24.1	21.5	30.4	–	–	23.1
7 to 9 years	%	9.9	14.3	6.2	9.1	1.4	15.2	–	–	9.7
10 years experience or more	%	19.9	21.0	22.2	21.8	–	15.2	–	–	19.3
Total in home care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	–	–	100.0
Less than 1 year	no.	29	11	61	14	33	5	–	–	153
1 to 3 years	no.	88	147	168	77	48	43	–	–	570
4 to 6 years	no.	58	100	84	48	23	38	–	–	350
7 to 9 years	no.	25	57	27	18	1	19	–	–	147
10 years experience or more	no.	50	84	97	44	–	19	–	–	293
Total in home care staff	no.	250	397	437	201	105	124	–	–	1 514
Average staff tenure	yrs.	5.9	6.2	5.5	5.9	1.9	5.8	–	–	5.6

- (a) In the ECEC sector refers to the number of years the worker has been employed to work with children in a child care service, regardless of whether this was full time or part time work.
- (b) Data are weighted data drawn from the *National Early Childhood Education and Care Workforce Census 2013*.
- (c) Data were collected from all services except vacation care during the reference week 20 to 26 May 2013. The reference week for vacation care was 8 to 14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1 to 7 July 2013).
- (d) There may be double counting of staff where staff work in more than one service.
- (e) Staff tenure is only specified for those staff who provided this information.
- (f) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.
– Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013*.

TABLE 3A.40

Table 3A.40 **Workers delivering preschool programs, by level of qualification, by field of early childhood qualification, 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Workers delivering preschool programs (e)										
Total	no.	14 452	8 534	8 572	4 837	3 765	1 449	507	345	42 464
Workers delivering preschool programs who are at least three year university trained										
Field of early childhood qualification										
Teaching (early childhood related)	no.	3 721	3 977	2 718	1 695	1 409	229	258	91	14 094
Teaching (primary)	no.	193	142	411	422	30	544	11	57	1 814
Teaching (other)	no.	107	99	850	34	27	157	–	5	1 283
Other early childhood related	no.	102	39	8	153	16	8	5	3	327
Total early childhood qualified	no.	4 122	4 257	3 990	2 301	1 485	930	273	157	17 516
Workers delivering preschool programs who are at least three year university trained										
Field of early childhood qualification										
Teaching (early childhood related)	%	25.7	46.6	31.7	35.0	37.4	15.8	50.9	26.4	33.2
Teaching (primary)	%	1.3	1.7	4.8	8.7	0.8	37.5	2.2	16.5	4.3
Teaching (other)	%	0.7	1.2	9.9	0.7	0.7	10.8	–	1.4	3.0
Other early childhood related	%	0.7	0.5	0.1	3.2	0.4	0.6	1.0	0.9	0.8
Total early childhood qualified	%	28.5	49.9	46.5	47.6	39.4	64.2	53.8	45.5	41.2
Workers delivering preschool programs who are four year university trained (f)										
Field of early childhood qualification										
Teaching (early childhood related)	no.	2 005	2 595	2 234	1 431	712	224	232	93	9 530
Teaching (primary)	no.	121	52	342	313	19	544	3	57	1 457
Teaching (other)	no.	65	56	313	25	16	157	–	5	633
Other early childhood related	no.	19	16	–	71	–	5	–	–	120
Total early childhood qualified	no.	2 212	2 718	2 889	1 847	751	930	243	152	11 740
Field of early childhood qualification										
Teaching (early childhood related)	%	13.9	30.4	26.1	29.6	18.9	15.5	45.8	27.0	22.4

TABLE 3A.40

Table 3A.40 **Workers delivering preschool programs, by level of qualification, by field of early childhood qualification, 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Teaching (primary)	%	0.8	0.6	4.0	6.5	0.5	37.5	0.6	16.5	3.4
Teaching (other)	%	0.4	0.7	3.7	0.5	0.4	10.8	–	1.4	1.5
Other early childhood related	%	0.1	0.2	–	1.5	–	0.3	–	–	0.3
Total	%	15.3	31.8	33.7	38.2	19.9	64.2	47.9	44.1	27.6

- (a) Worker level data in the NECECC do not include a unique identifier and as a consequence they can only be reported as episodes of workers delivering preschool programs. These data should be used with caution as there is a high likelihood of worker duplication across and within source data files, due to the same worker delivering preschool programs at multiple service providers during the reference period.
- (b) Includes contact workers only.
- (c) For the first time, 2013 worker level data in the NECECC includes worker data collected through the CCMS for the long day care sector. This has significantly increased the population of workers delivering preschool programs. Data for 2012 in the previous Report should not be compared to 2013.
- (d) Workers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related. Workers who have a non-early childhood related qualification are not included.
- (e) Workers delivering preschool programs are the total of all episodes of contact workers delivering preschool programs in scope of the NECECC irrespective of workers' qualifications. Workers delivering preschool programs include all the following worker roles: principal/director/coordinator/teacher in charge, group leader/teacher, assistant/aide and other contact worker.
- (f) Includes Postgraduate degree, Graduate diploma or Graduate certificate level, Bachelor degree (honours) and Bachelor degree pass (4 years or equivalent).
- Nil or rounded to zero.

Source: ABS (unpublished TableBuilder) *Preschool Education, Australia, 2013*, Cat. no. 4240.0, Canberra.

Table 3A.41 **National Quality Framework (NQF) approved services, by service type and quality rating, 30 June 2014 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of NQF approved services										
Centre-based care (c)	no.	4 664	3 581	2 590	971	1 106	211	306	204	13 633
Family day care (d)	no.	246	333	109	54	34	12	9	5	802
Total	no.	4 910	3 914	2 699	1 025	1 140	223	315	209	14 435
Proportion of NQF approved services										
Centre-based care (c)	%	34.2	26.3	19.0	7.1	8.1	1.5	2.2	1.5	100.0
Family day care (d)	%	30.7	41.5	13.6	6.7	4.2	1.5	1.1	0.6	100.0
Total	%	34.0	27.1	18.7	7.1	7.9	1.5	2.2	1.4	100.0
Services with a quality rating										
Number of services with a quality rating	no.	2 370	1 693	989	183	237	88	147	114	5 821
Proportion of services with a quality rating (e)	%	48.3	43.3	36.6	17.9	20.8	39.5	46.7	54.5	40.3
Number of NQF approved services with a quality rating, by quality rating level										
Significant Improvement Required	no.	1	1	1	2	1	–	–	–	6
Working Towards NQS	no.	1 106	380	290	99	80	54	88	93	2 190
Meeting NQS	no.	815	808	318	40	61	17	26	10	2 095
Exceeding NQS	no.	448	504	380	42	95	17	33	11	1 530
Total	no.	2 370	1 693	989	183	237	88	147	114	5 821
Proportion of NQF approved services with a quality rating, by quality rating level										
Significant Improvement Required	%	–	0.1	0.1	1.1	0.4	–	–	–	0.1
Working Towards NQS	%	46.7	22.4	29.3	54.1	33.8	61.4	59.9	81.6	37.6
Meeting NQS	%	34.4	47.7	32.2	21.9	25.7	19.3	17.7	8.8	36.0
Exceeding NQS	%	18.9	29.8	38.4	23.0	40.1	19.3	22.4	9.6	26.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Services with more than one quality rating are reported by their most recent quality rating. Data for the number and proportion of NQF approved services with a quality rating and by quality rating level are only available at the national level only for centre-based care and family day care.

Table 3A.41 **National Quality Framework (NQF) approved services, by service type and quality rating, 30 June 2014 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b)	Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.									
(c)	A centre-based care service is an education and care service other than a family day care service. This includes most long day care, preschool and OSHC services that are delivered at a centre. It does not include preschools in Tasmania or WA.									
(d)	A family day care service is an education and care service delivered through the use of two or more educators to provide education and care for children in residences, whether or not the service also provides education and care to children at a place other than a residence. They are sometimes known as family day care schemes and they are administered and supported by central coordination units.									
(e)	The proportion of services with a quality rating in Western Australia is lower than other jurisdictions due to the later commencement of the NQF. – Nil or rounded to zero.									

Source: ACECQA (2014), *NQF Snapshot Q2 2014*, Sydney.

Table 3A.42 **NQF approved services with a quality rating, by rating level**
Quality Area 1: Educational program and practice, 30 June 2014 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of NQF approved services with a quality rating for Quality Area 1										
Significant Improvement Required	no.	1	–	–	1	–	–	–	–	2
Working Towards NQS	no.	805	271	235	84	71	38	81	77	1 662
Meeting NQS	no.	1 143	922	472	61	78	40	44	23	2 783
Exceeding NQS	no.	421	500	282	37	88	10	22	14	1 374
Total	no.	2 370	1 693	989	183	237	88	147	114	5 821
Proportion of NQF approved services with a quality rating for Quality Area 1										
Significant Improvement Required	%	–	–	–	0.5	–	–	–	–	–
Working Towards NQS	%	34.0	16.0	23.8	45.9	30.0	43.2	55.1	67.5	28.6
Meeting NQS	%	48.2	54.5	47.7	33.3	32.9	45.5	29.9	20.2	47.8
Exceeding NQS	%	17.8	29.5	28.5	20.2	37.1	11.4	15.0	12.3	23.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Services with more than one quality rating are reported by their most recent quality rating.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA (2014 and unpublished), *NQF Snapshot Q2 2014*, Sydney.

Table 3A.43 **NQF approved services with a quality rating, by rating level**
Quality Area 2: Children's health and safety, 30 June 2014 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of NQF approved services with a quality rating for Quality Area 2										
Significant Improvement Required	no.	1	1	1	2	1	–	–	–	6
Working Towards NQS	no.	700	176	169	65	34	37	43	78	1 302
Meeting NQS	no.	1 304	1 177	419	75	142	34	73	27	3 251
Exceeding NQS	no.	365	339	400	41	60	17	31	9	1 262
Total	no.	2 370	1 693	989	183	237	88	147	114	5 821
Proportion of NQF approved services with a quality rating for Quality Area 2										
Significant Improvement Required	%	–	0.1	0.1	1.1	0.4	–	–	–	0.1
Working Towards NQS	%	29.5	10.4	17.1	35.5	14.3	42.0	29.3	68.4	22.4
Meeting NQS	%	55.0	69.5	42.4	41.0	59.9	38.6	49.7	23.7	55.8
Exceeding NQS	%	15.4	20.0	40.4	22.4	25.3	19.3	21.1	7.9	21.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Services with more than one quality rating are reported by their most recent quality rating.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA (2014 and unpublished), *NQF Snapshot Q2 2014*, Sydney.

Table 3A.44 **NQF approved services with a quality rating, by rating level**
Quality Area 3: Physical environment, 30 June 2014 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of NQF approved services with a quality rating for Quality Area 3										
Significant Improvement Required	no.	1	1	–	1	–	–	–	–	3
Working Towards NQS	no.	725	175	211	74	55	39	72	60	1 411
Meeting NQS	no.	1 220	1 037	483	78	108	35	51	34	3 046
Exceeding NQS	no.	424	480	295	30	74	14	24	20	1 361
Total	no.	2 370	1 693	989	183	237	88	147	114	5 821
Proportion of NQF approved services with a quality rating for Quality Area 3										
Significant Improvement Required	%	–	0.1	–	0.5	–	–	–	–	0.1
Working Towards NQS	%	30.6	10.3	21.3	40.4	23.2	44.3	49.0	52.6	24.2
Meeting NQS	%	51.5	61.3	48.8	42.6	45.6	39.8	34.7	29.8	52.3
Exceeding NQS	%	17.9	28.4	29.8	16.4	31.2	15.9	16.3	17.5	23.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Services with more than one quality rating are reported by their most recent quality rating.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA (2014 and unpublished), *NQF Snapshot Q2 2014*, Sydney.

Table 3A.45 **NQF approved services with a quality rating, by rating level**
Quality Area 4: Staffing arrangements, 30 June 2014 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of NQF approved services with a quality rating for Quality Area 4										
Significant Improvement Required	no.	1	1	–	1	–	–	–	–	3
Working Towards NQS	no.	327	92	66	26	14	14	13	47	599
Meeting NQS	no.	1 477	1 157	481	102	152	50	85	45	3 549
Exceeding NQS	no.	565	443	442	54	71	24	49	22	1 670
Total	no.	2 370	1 693	989	183	237	88	147	114	5 821
Proportion of NQF approved services with a quality rating for Quality Area 4										
Significant Improvement Required	%	–	0.1	–	0.5	–	–	–	–	0.1
Working Towards NQS	%	13.8	5.4	6.7	14.2	5.9	15.9	8.8	41.2	10.3
Meeting NQS	%	62.3	68.3	48.6	55.7	64.1	56.8	57.8	39.5	61.0
Exceeding NQS	%	23.8	26.2	44.7	29.5	30.0	27.3	33.3	19.3	28.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Services with more than one quality rating are reported by their most recent quality rating.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA (2014 and unpublished), *NQF Snapshot Q2 2014*, Sydney.

Table 3A.46 **NQF approved services with a quality rating, by rating level**
Quality Area 5: Relationships with children, 30 June 2014 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of NQF approved services with a quality rating for Quality Area 5										
Significant Improvement Required	no.	–	–	–	1	1	–	–	–	2
Working Towards NQS	no.	325	95	122	27	20	20	38	38	685
Meeting NQS	no.	1 384	875	375	92	76	48	54	45	2 949
Exceeding NQS	no.	661	723	492	63	140	20	55	31	2 185
Total	no.	2 370	1 693	989	183	237	88	147	114	5 821
Proportion of NQF approved services with a quality rating for Quality Area 5										
Significant Improvement Required	%	–	–	–	0.5	0.4	–	–	–	0.0
Working Towards NQS	%	13.7	5.6	12.3	14.8	8.4	22.7	25.9	33.3	11.8
Meeting NQS	%	58.4	51.7	37.9	50.3	32.1	54.5	36.7	39.5	50.7
Exceeding NQS	%	27.9	42.7	49.7	34.4	59.1	22.7	37.4	27.2	37.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Services with more than one quality rating are reported by their most recent quality rating.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA (2014 and unpublished), *NQF Snapshot Q2 2014*, Sydney.

Table 3A.47 **NQF approved services with a quality rating, by rating level**
Quality Area 6: Partnerships with families and communities, 30 June 2014 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of NQF approved services with a quality rating for Quality Area 6										
Significant Improvement Required	no.	–	–	–	2	–	–	–	–	2
Working Towards NQS	no.	366	65	144	42	35	22	55	24	753
Meeting NQS	no.	1 352	993	432	88	106	38	57	63	3 129
Exceeding NQS	no.	652	635	413	51	96	28	35	27	1 937
Total	no.	2 370	1 693	989	183	237	88	147	114	5 821
Proportion of NQF approved services with a quality rating Quality Area 6										
Significant Improvement Required	%	–	–	–	1.1	–	–	–	–	0.0
Working Towards NQS	%	15.4	3.8	14.6	23.0	14.8	25.0	37.4	21.1	12.9
Meeting NQS	%	57.0	58.7	43.7	48.1	44.7	43.2	38.8	55.3	53.8
Exceeding NQS	%	27.5	37.5	41.8	27.9	40.5	31.8	23.8	23.7	33.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Services with more than one quality rating are reported by their most recent quality rating.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA (2014 and unpublished), *NQF Snapshot Q2 2014*, Sydney.

Table 3A.48 **NQF approved services with a quality rating, by rating level**
Quality Area 7: Leadership and service management, 30 June 2014 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of NQF approved services with a quality rating for Quality Area 7										
Significant Improvement Required	no.	1	–	–	1	–	–	–	–	2
Working Towards NQS	no.	681	220	169	49	46	36	38	63	1 302
Meeting NQS	no.	1 193	970	387	79	104	26	65	35	2 859
Exceeding NQS	no.	495	503	433	54	87	26	44	16	1 658
Total	no.	2 370	1 693	989	183	237	88	147	114	5 821
Proportion of NQF approved services with a quality rating for Quality Area 7										
Significant Improvement Required	%	–	–	–	0.5	–	–	–	–	–
Working Towards NQS	%	28.7	13.0	17.1	26.8	19.4	40.9	25.9	55.3	22.4
Meeting NQS	%	50.3	57.3	39.1	43.2	43.9	29.5	44.2	30.7	49.1
Exceeding NQS	%	20.9	29.7	43.8	29.5	36.7	29.5	29.9	14.0	28.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data as at 30 June 2014 are cumulative of services with a quality rating since ratings began in June 2012. At 30 June 2014 this represents 40.3 per cent of all NQF approved services. Services with more than one quality rating are reported by their most recent quality rating.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA (2014 and unpublished), *NQF Snapshot Q2 2014*, Sydney.

TABLE 3A.49

Table 3A.49 **Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008-09										
Place of occurrence										
School (d)	no.	179	152	196	64	57	18	10	16	692
Home	no.	3 382	1 872	3 964	1 103	1 000	210	100	126	11 757
Other place	no.	2 415	2 121	2 121	857	776	100	134	151	8 675
Not specified	no.	2 929	2 730	2 497	1 491	674	161	123	305	10 910
Total (e)	no.	8 862	6 833	8 733	3 484	2 490	483	367	594	31 846
Proportion of separations by place of occurrence										
School (d)	%	2.0	2.2	2.2	1.8	2.3	3.7	2.7	2.7	2.2
Home	%	38.2	27.4	45.4	31.7	40.2	43.5	27.2	21.2	36.9
Other place	%	27.3	31.0	24.3	24.6	31.2	20.7	36.5	25.4	27.2
Not specified	%	33.1	40.0	28.6	42.8	27.1	33.3	33.5	51.3	34.3
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009-10										
Place of occurrence										
School (d)	no.	179	186	175	65	59	16	22	12	714
Home	no.	3 297	2 028	4 026	1 170	1 177	187	111	141	12 137
Other place	no.	2 654	2 674	2 222	1 000	732	147	144	172	12 851
Not specified	no.	3 217	2 756	2 367	1 490	592	162	147	294	11 025
Total (e)	no.	9 306	7 603	8 733	3 699	2 548	509	422	612	33 432
Proportion of separations by place of occurrence										
School (d)	%	1.9	2.4	2.0	1.8	2.3	3.1	5.2	2.0	2.1
Home	%	35.4	26.7	46.1	31.6	46.2	36.7	26.3	23.0	36.3
Other place	%	28.5	35.2	25.4	27.0	28.7	28.9	34.1	28.1	38.4
Not specified	%	34.6	36.2	27.1	40.3	23.2	31.8	34.8	48.0	33.0
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010-11										
Place of occurrence										
School (d)	no.	201	166	191	85	50	9	19	9	730
Home	no.	3 115	2 163	3 905	1 440	1 085	175	125	133	12 141
Other place	no.	2 549	2 658	1 973	1 083	746	111	143	121	9 384
Not specified	no.	3 220	3 061	2 572	1 548	687	193	151	354	11 786
Total (e)	no.	9 048	7 992	8 558	4 120	2 557	482	436	608	33 801
Proportion of separations by place of occurrence										
School (d)	%	2.2	2.1	2.2	2.1	2.0	1.9	4.4	1.5	2.2
Home	%	34.4	27.1	45.6	35.0	42.4	36.3	28.7	21.9	35.9
Other place	%	28.2	33.3	23.1	26.3	29.2	23.0	32.8	19.9	27.8
Not specified	%	35.6	38.3	30.1	37.6	26.9	40.0	34.6	58.2	34.9
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 3A.49

Table 3A.49 **Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011-12										
Place of occurrence										
School (d)	no.	230	221	223	94	53	18	12	9	860
Home	no.	2 959	2 142	3 270	1 420	1 156	166	139	130	11 382
Other place	no.	2 644	2 894	2 076	1 068	756	136	121	140	9 835
Not specified	no.	3 481	3 236	2 776	1 756	652	151	208	342	12 602
Total (e)	no.	9 270	8 434	8 273	4 308	2 592	468	476	615	34 436
Proportion of separations by place of occurrence										
School (d)	%	2.5	2.6	2.7	2.2	2.0	3.8	2.5	1.5	2.5
Home	%	31.9	25.4	39.5	33.0	44.6	35.5	29.2	21.1	33.1
Other place	%	28.5	34.3	25.1	24.8	29.2	29.1	25.4	22.8	28.6
Not specified	%	37.6	38.4	33.6	40.8	25.2	32.3	43.7	55.6	36.6
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012-13 (f)										
Place of occurrence										
School (d)	no.	234	166	219	98	74	12	25	11	839
Home	no.	3 264	1 708	3 697	1 512	1 118	215	129	159	11 802
Other place	no.	2 781	3 219	2 307	1 223	742	142	185	139	10 738
Not specified	no.	3 516	2 510	2 924	1 652	695	183	185	365	12 030
Total (e)	no.	9 758	7 544	9 070	4 433	2 615	546	512	673	35 151
Proportion of separations by place of occurrence										
School (d)	%	2.4	2.2	2.4	2.2	2.8	2.2	4.9	1.6	2.4
Home	%	33.4	22.6	40.8	34.1	42.8	39.4	25.2	23.6	33.6
Other place	%	28.5	42.7	25.4	27.6	28.4	26.0	36.1	20.7	30.5
Not specified	%	36.0	33.3	32.2	37.3	26.6	33.5	36.1	54.2	34.2
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) A hospital separation is an episode of care for a person admitted to a hospital. It can be a total hospital stay (from admission to discharge, transfer or death) or portions of hospital stays beginning or ending in a change of type of care (for example from acute to rehabilitation) that cease during a reference period.
- (b) Separations without external cause and those for which care type was reported as Newborn with no qualified days, and records for Hospital boarder or Posthumous organ procurement have been excluded.
- (c) External cause refers to the environmental event, circumstance or condition that causes the injury. Persons admitted to hospital as a result of a pre existing illness or condition, such as asthma are excluded.
- (d) The definition of school will include a range of different formal ECEC services settings including kindergarten, preschool and child care services.
- (e) As more than one external cause can be reported for each separation, the totals are not the sums of the rows of the table.
- (f) A change in Victoria's emergency department admission policy between 2011-12 and 2012-13 is likely to have contributed to the large decrease in separations recorded for Victoria.

Table 3A.49 **Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (a), (b), (c)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: AIHW (unpublished) *Australian Hospital Statistics*.

Table 3A.50 Australian Government real recurrent expenditure on child care services per child in the community aged 0–12 years (\$/child) (2013-14 dollars) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004-05	615	589	1 030	561	724	654	604	976	705
2005-06	625	589	1 022	565	742	655	582	949	706
2006-07	710	664	1 136	613	866	791	601	1 050	795
2007-08	779	733	1 207	622	928	848	659	1 172	859
2008-09	1 203	1 076	1 472	845	1 181	1 100	886	1 290	1 184
2009-10	1 072	1 085	1 353	790	1 323	1 375	1 296	1 463	1 137
2010-11	1 172	1 162	1 422	843	1 362	1 407	1 494	1 848	1 219
2011-12	1 309	1 243	1 512	915	1 434	1 394	1 615	1 502	1 311
2012-13	1 463	1 379	1 619	1 010	1 571	1 446	1 772	1 426	1 437
2013-14 (c)	1 657	1 616	1 789	1 107	1 729	1 545	2 009	1 544	1 620

(a) See source tables for footnotes.

(b) Time series financial data are adjusted to 2013-14 dollars using the GGFCE chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(c) Due to machinery of Government changes, only 9.5 months of Department of Education expenses are included in 2013-14 recurrent expenditure. Departmental expenses are a small component of recurrent expenditure.

Source: Tables 3A.2 and 3A.4.

Table 3A.51 State and Territory government real recurrent expenditure on ECEC per child in the community aged 0–12 years (\$/child) (2013-14 dollars) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004-05	164	176	307	204	475	350	473	724	239
2005-06	170	173	337	216	432	332	462	716	244
2006-07	170	190	224	215	466	343	478	750	228
2007-08	166	207	109	222	473	353	499	738	208
2008-09	176	201	110	354	465	375	502	734	224
2009-10	199	217	113	427	490	378	500	819	246
2010-11	195	229	140	539	506	415	495	1 006	269
2011-12	206	236	182	642	544	481	536	1 101	301
2012-13	212	282	222	669	597	523	544	1 174	331
2013-14	193	335	254	692	596	561	560	1 151	348

(a) Includes administration expenditure, other expenditure on service provision, financial support to families and one-off, non-capital payments to peak agencies who support child care and preschool service providers.

(b) See source tables for other footnotes.

(c) Time series financial data are adjusted to 2013-14 dollars using the GGFCE chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(d) The reduction in Queensland expenditure per child in 2006-07 and 2007-08 is due to the cessation of preschool in December 2006 and the introduction of the Preparatory Year in Queensland from 2007. Preparatory Year data are included in data on school children (chapter 4).

Source: Tables 3A.2 and 3A.3.

Table 3A.52 Australian Government recurrent expenditure per child aged 0–12 attending CCB approved child care services (\$/child) (2013-14 dollars) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Expenditure per child attending Australian Government CCB approved child care services									
2009-10	4 551	4 776	4 596	4 691	4 784	5 179	4 419	9 380	4 704
2010-11	4 570	4 748	4 624	4 672	4 711	5 016	4 454	10 673	4 711
2011-12	4 994	4 967	4 916	4 975	4 983	5 079	4 815	8 565	5 003
2012-13	5 278	5 192	5 124	5 183	5 182	5 282	4 974	8 054	5 236
2013-14 (e)	5 605	5 561	5 454	5 525	5 529	5 607	5 318	8 442	5 589

- (a) Includes expenditure for some children aged greater than 12 years, including Aboriginal and Torres Strait Islander children and children with special needs who may be older than 12 years.
- (b) Children can use more than one type of care. Children are counted once for each care type they use.
- (c) Attendance data relate to the March quarter.
- (d) Time series financial data are adjusted to 2013-14 dollars using the GGFCE chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.
- (e) Due to machinery of Government changes, only 9.5 months of Department of Education expenses are included in 2013-14 recurrent expenditure. Departmental expenses are a small component of recurrent expenditure.

Source: Tables 3A.4 and 3A.8.

TABLE 3A.53

Table 3A.53 **Children for whom additional formal child care was currently required for mainly work-related reasons, 2011 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT NT</i> (d), (e)	<i>Aust</i>	
Number of children aged 0–12 years										
Children for whom additional formal child care was currently required for mainly work-related reasons	'000	27.3	26.9	21.2	10.4	7.7	2.6	2.4	np	97.9
All children	'000	1176.9	888.4	773.5	380.7	251.2	86.3	58.1	33.2	3647.6
Proportion of children aged 0–12 years for whom additional formal child care was currently required for mainly work-related reasons	%	2.3 ± 0.6	3.0 ± 1.0	2.7 ± 1.4	2.7 ± 1.0	3.1 ± 1.4	3.0 ± 1.7	4.1 ± 2.9	np	2.7 ± 0.4

(a) Current requirements for additional formal child care includes: children attending formal child care and parents wished for them to attend more and children who do not currently use formal child care and parents wished for them to attend. These data are not intended for use as a measure of 'unmet demand'.

(b) The main reason for currently requiring additional formal child care was work related. Work-related reasons include 'work', 'looking for work' and 'work-related study or training'.

(c) As data are from a survey, the *Childhood Education and Care Survey* (CEaCS), they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.

(d) Data for the NT could not be published due to small numbers, but are included in the total for Australia.

(e) The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.

np Not published.

Source: ABS (unpublished TableBuilder) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.54

Table 3A.54 **Children aged 0–12 years by whether additional formal child care or preschool was currently required, by current use, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 0–5 years										
Children for whom additional formal child care was currently required (d)	'000	31.9	20.8	25.1	8.1	4.8	1.4	1.4	0.6	93.0
Children for whom additional preschool was currently required (e)	'000	26.9	13.5	10.2	6.3	3.5	1.7	np	1.2	67.6
All children for whom additional formal child care or preschool was currently required (f)	'000	51.6	35.5	31.1	14.5	8.2	2.9	2.2	1.0	146.3
All children for whom additional formal child care or preschool was not currently required	'000	501.5	392.0	337.1	166.1	109.8	37.5	26.3	14.2	1588.0
All children	'000	550.8	428.0	371.7	181.3	118.0	41.4	29.3	15.2	1 735.2
Proportion of all children										
Children for whom additional formal child care or preschool was currently required	%	9.4 ± 1.6	8.3 ± 2.1	8.4 ± 2.7	8.0 ± 2.8	6.9 ± 2.4	7.0 ± 3.9	7.5 ± 4.9	6.6 ± 4.6	8.4 ± 0.9
Children who used formal child care (g)	%	4.4 ± 1.3	3.9 ± 1.5	4.8 ± 1.9	3.5 ± 1.7	2.9 ± 1.6	3.1 ± 2.0	3.8 ± 3.2	5.3 ± 3.8	4.1 ± 0.7
Children who used informal care only (h)	%	1.7 ± 0.9	1.0 ± 0.9	1.5 ± 0.9	2.0 ± 1.4	np	np	np	np	1.4 ± 0.4
Children who used preschool (i)	%	1.1 ± 0.9	2.9 ± 1.3	0.9 ± 0.7	np	1.9 ± 1.4	3.9 ± 3.4	5.1 ± 4.2	np	1.7 ± 0.4
Children who did not use any child care or preschool	%	3.4 ± 1.2	2.8 ± 1.2	2.9 ± 1.7	np	np	3.6 ± 2.9	np	np	2.6 ± 0.6
Children for whom additional formal child care or preschool was not currently required	%	91.0 ± 1.5	91.6 ± 2.2	90.7 ± 2.8	91.6 ± 3.4	93.1 ± 2.3	90.6 ± 5.5	89.8 ± 4.4	93.4 ± 5.1	91.5 ± 0.9
Children who used formal child care (g)	%	30.5 ± 3.1	26.9 ± 3.5	34.3 ± 3.9	18.4 ± 3.0	25.1 ± 4.6	27.5 ± 6.7	34.8 ± 7.0	24.3 ± 8.0	28.5 ± 1.8
Children who used informal care only (h)	%	20.1 ± 3.2	18.4 ± 3.3	16.0 ± 3.1	26.0 ± 4.4	27.7 ± 4.9	22.0 ± 4.6	15.7 ± 5.7	17.1 ± 8.4	19.7 ± 1.7
Children who used preschool (i)	%	11.9 ± 2.0	19.8 ± 2.7	9.5 ± 2.1	18.6 ± 2.9	16.1 ± 2.3	18.6 ± 3.9	16.0 ± 5.3	16.4 ± 4.8	14.5 ± 1.1
Children who did not use any child care or preschool	%	38.0 ± 3.3	38.0 ± 3.4	40.5 ± 3.9	42.0 ± 4.6	38.1 ± 4.6	42.5 ± 6.6	33.4 ± 7.2	49.3 ± 8.9	39.0 ± 1.9

TABLE 3A.54

Table 3A.54 **Children aged 0–12 years by whether additional formal child care or preschool was currently required, by current use, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All children	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of children aged 0–12 years										
Children for whom additional formal child care was currently required (d)	'000	42.4	40.4	34.0	13.4	9.1	3.3	3.5	np	149.4
Children for whom additional preschool was currently required (e)	'000	26.9	13.5	10.2	6.3	3.5	1.7	np	1.2	67.6
All children for whom additional formal child care or preschool was currently required (f)	'000	63.6	52.5	43.1	21.2	11.2	4.8	3.7	1.4	201.9
All children for whom additional formal child care or preschool was not currently required	'000	1110.5	834.8	732.9	359.8	239.7	81.3	55.3	31.4	3446.6
All children	'000	1 176.9	888.4	773.5	380.7	251.2	86.3	58.1	33.2	3 647.6
Proportion of children										
Children for whom additional formal child care or preschool was currently required	%	5.4 ± 0.9	5.9 ± 1.6	5.6 ± 1.6	5.6 ± 1.4	4.5 ± 1.5	5.6 ± 2.3	6.4 ± 3.3	4.2 ± 2.5	5.5 ± 0.5
Children who used formal child care (g)	%	2.3 ± 0.6	2.3 ± 0.9	3.0 ± 1.0	2.6 ± 0.9	1.2 ± 0.8	1.9 ± 1.2	np	2.4 ± 1.7	2.3 ± 0.4
Children who used informal care only (h)	%	1.4 ± 0.5	1.6 ± 0.9	0.9 ± 0.5	0.9 ± 0.8	1.8 ± 0.9	1.5 ± 1.1	2.4 ± 1.7	np	1.3 ± 0.3
Children who used preschool (i)	%	0.5 ± 0.4	1.4 ± 0.6	0.4 ± 0.3	np	0.9 ± 0.7	1.9 ± 1.6	2.6 ± 2.1	np	0.8 ± 0.2
Children who did not use any child care or preschool	%	2.0 ± 0.7	2.2 ± 0.9	2.3 ± 1.0	1.1 ± 0.7	1.7 ± 1.1	np	np	np	2.0 ± 0.4
Children for whom additional formal child care or preschool was not currently required	%	94.4 ± 0.8	94.0 ± 1.5	94.8 ± 1.8	94.5 ± 1.9	95.4 ± 1.0	94.2 ± 3.6	95.2 ± 3.2	94.6 ± 3.0	94.5 ± 0.5
Children who used formal child care (g)	%	20.1 ± 2.1	20.5 ± 2.3	23.9 ± 2.7	12.3 ± 1.9	20.1 ± 2.7	16.6 ± 4.1	26.0 ± 5.6	18.4 ± 5.9	20.2 ± 1.2
Children who used informal care only (h)	%	27.5 ± 2.6	25.2 ± 2.7	23.7 ± 2.8	31.6 ± 3.7	34.6 ± 3.5	33.6 ± 5.0	27.0 ± 5.9	24.7 ± 7.0	27.2 ± 1.4
Children who used preschool (i)	%	5.8 ± 0.9	9.5 ± 1.3	4.6 ± 1.0	8.9 ± 1.4	7.6 ± 1.1	9.7 ± 2.2	8.1 ± 2.7	7.5 ± 2.2	7.0 ± 0.5

TABLE 3A.54

Table 3A.54 **Children aged 0–12 years by whether additional formal child care or preschool was currently required, by current use, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Children who did not use any child care or preschool	%	54.1 ± 2.5	53.3 ± 2.8	56.1 ± 3.4	58.3 ± 3.2	51.9 ± 3.5	58.9 ± 5.4	47.0 ± 4.7	60.2 ± 7.6	54.7 ± 1.5
All children	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Additional formal child care or preschool includes current requirements for child care or preschool services for: children attending formal child care or preschool services and parents wished for them to attend more, and children who did not attend formal child care or preschool services and parents wished for them to attend. These data are not intended for use as a measure of 'unmet demand'.
- (b) As data are from a survey they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.
- (c) The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.
- (d) Includes children who attended formal child care and parents wished for them to attend more, and children who did not attend formal child care and parents wished for them to attend.
- (e) Includes children who attended preschool and parents wished for them to attend more, and children who did not attend preschool and parents wished for them to attend.
- (f) Components do not add to total as a child may require both additional formal child care and preschool services.
- (g) Includes children who used formal care and those who used both formal and informal care.
- (h) Only includes children who used informal care and did not use formal care or preschool.
- (i) Includes children who used preschool, including those who also used formal child care, informal care or both.

np Not published.

Source: ABS (unpublished TableBuilder) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.55

Table 3A.55 **Main reason additional formal child care or preschool was currently required, availability and main reason for not using it if it became available, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Main reason additional formal child care or preschool was currently required										
Work-related reason (d)	'000	30.1	27.8	21.2	10.9	7.5	2.6	2.4	0.9	103.8
Personal reason (e)	'000	4.1	np	5.7	np	np	–	–	–	19.3
Child-related reason (f)	'000	27.6	18.9	16.7	6.7	3.1	np	np	np	75.7
All reasons (g)	'000	63.6	52.5	43.1	21.2	11.2	4.8	3.7	1.4	201.9
Main reason additional formal child care or preschool was currently required										
Work-related reason (d)	%	47.3 ± 10.2	53.0 ± 10.2	49.2 ± 19.3	51.4 ± 13.3	67.0 ± 21.0	54.2 ± 19.9	64.9 ± 31.3	64.3 ± 39.3	51.4 ± 5.5
Personal reason (e)	%	6.4 ± 5.4	np	13.2 ± 9.3	np	np	np	np	np	9.6 ± 4.4
Child-related reason (f)	%	43.4 ± 11.7	36.0 ± 10.7	38.7 ± 10.2	31.6 ± 12.9	27.7 ± 13.6	np	np	np	37.5 ± 4.9
All reasons (g)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Whether additional formal child care or preschool currently required was available upon application										
Additional formal child care or preschool was available upon application	%	8.3 ± 6.8	19.4 ± 12.0	13.9 ± 9.6	12.3 ± 11.4	17.9 ± 16.0	29.2 ± 17.5	np	np	15.7 ± 4.0
Additional formal child care or preschool was not available upon application	%	30.8 ± 10.0	17.1 ± 7.6	21.8 ± 12.1	np	np	np	np	np	20.1 ± 4.4
Did not apply for additional formal child care or preschool	%	59.3 ± 13.2	64.8 ± 9.1	65.9 ± 5.7	69.8 ± 11.8	73.2 ± 14.0	64.6 ± 25.9	56.8 ± 21.6	85.7 ± 3.9	65.3 ± 5.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Main reason would not use additional formal child care or preschool currently required if it became available within four weeks										
Cost	%	12.3 ± 7.1	19.8 ± 10.8	14.6 ± 7.7	np	np	np	np	np	12.5 ± 3.4
Prefer/available to look after child	%	11.2 ± 5.9	6.3 ± 4.7	17.9 ± 8.9	np	np	np	np	np	10.7 ± 3.1
Other	%	8.5 ± 5.8	10.3 ± 7.0	10.0 ± 6.6	np	np	np	np	np	9.7 ± 2.8
Care currently available	%	8.3 ± 6.8	19.4 ± 12.0	13.9 ± 9.6	12.3 ± 11.4	17.9 ± 16.0	np	np	np	15.0 ± 4.0

TABLE 3A.55

Table 3A.55 **Main reason additional formal child care or preschool was currently required, availability and main reason for not using it if it became available, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Would use additional formal child care or preschool if became available	%	56.9 ± 11.9	49.7 ± 12.0	43.9 ± 16.0	48.6 ± 17.0	55.4 ± 18.3	52.1 ± 26.2	45.9 ± 19.5	57.1 ± 22.5	51.4 ± 6.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Additional formal child care or preschool includes current requirements for child care or preschool services for: children attending formal child care or preschool services and parents wished for them to attend more, and children who did not attend formal child care or preschool services and parents wished for them to attend.

(b) As data are from a survey they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.

(c) The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.

(d) Work-related reason includes 'work', 'looking for work' and 'work-related study or training'.

(e) Personal reason includes 'entertainment or social activity', 'other study or training', 'sport', 'give parents a break/time alone', and 'other parent-related reason'.

(f) Child-related reason includes 'good for child', 'prepare for school' and 'other child-related reason'.

(g) All reasons includes 'other' reason.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished TableBuilder) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.56

Table 3A.56 Out-of-pocket costs of child care for families with children in full time long day care, as a proportion of weekly disposable income, by gross annual family income, 2014 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Before child subsidies									
One child in care									
\$35 000	45.1	44.6	37.2	43.8	40.0	40.5	52.5	41.6	42.6
\$55 000	38.1	37.6	31.4	37.0	33.7	34.2	44.3	35.1	35.9
\$75 000	31.5	31.2	26.0	30.6	27.9	28.3	36.6	29.1	29.7
\$95 000	26.2	25.9	21.6	25.5	23.3	23.5	30.5	24.2	24.7
\$115 000	23.1	22.9	19.1	22.5	20.5	20.8	26.9	21.4	21.8
\$135 000	20.3	20.1	16.7	19.7	18.0	18.2	23.6	18.7	19.2
\$150 000	18.7	18.4	15.4	18.1	16.5	16.7	21.7	17.2	17.6
Two children in care									
\$35 000	81.2	80.4	66.9	78.9	72.0	72.9	94.5	75.0	76.6
\$55 000	69.6	68.9	57.4	67.6	61.7	62.5	80.9	64.2	65.7
\$75 000	60.2	59.6	49.6	58.5	53.4	54.1	70.0	55.6	56.8
\$95 000	51.0	50.4	42.0	49.5	45.2	45.7	59.3	47.0	48.1
\$115 000	46.3	45.8	38.1	45.0	41.0	41.5	53.8	42.7	43.7
\$135 000	40.6	40.2	33.5	39.4	36.0	36.4	47.2	37.5	38.3
\$150 000	37.3	36.9	30.7	36.2	33.1	33.5	43.4	34.4	35.2
After child subsidies									
One child in care									
\$35 000	11.7	11.5	7.7	11.0	9.1	9.4	15.4	10.0	10.4
\$55 000	11.0	10.8	7.7	10.5	8.9	9.1	15.0	9.6	9.9
\$75 000	10.6	10.4	7.8	10.1	8.8	9.0	15.3	9.4	9.7
\$95 000	10.9	10.7	7.7	10.2	8.5	8.7	15.2	9.0	9.5
\$115 000	11.8	11.6	7.9	11.1	9.2	9.4	15.6	10.0	10.5
\$135 000	12.2	12.0	8.7	11.6	9.9	10.2	15.5	10.7	11.1
\$150 000	12.2	12.0	8.9	11.6	10.0	10.2	15.2	10.7	11.1
Two children in care									
\$35 000	20.2	19.8	13.0	19.0	15.6	16.0	26.8	17.1	17.9
\$55 000	18.9	18.5	12.8	17.9	14.9	15.3	24.9	16.2	16.9
\$75 000	18.4	18.1	13.1	17.6	15.0	15.3	25.7	16.1	16.7
\$95 000	17.4	17.1	12.9	16.6	14.5	14.8	25.3	15.4	15.9
\$115 000	26.9	26.4	18.7	25.6	21.6	22.1	34.4	23.3	24.3
\$135 000	22.7	22.3	15.6	21.6	18.1	18.6	29.3	19.6	20.4
\$150 000	24.1	23.7	17.6	23.0	19.9	20.3	30.2	21.2	22.0

(a) Data relate to the March quarter 2014.

Source: Australian Government Department of Education (unpublished) administrative data collection.

TABLE 3A.57

Table 3A.57 Out-of-pocket costs of child care for families with children in full time family day care, as a proportion of weekly disposable income, by gross annual family income, 2014 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Before child subsidies									
One child in care									
\$35 000	40.5	44.8	38.8	40.9	43.1	42.5	43.7	45.9	42.3
\$55 000	34.2	37.8	32.7	34.5	36.4	35.9	36.9	38.7	35.7
\$75 000	28.3	31.3	27.1	28.5	30.1	29.7	30.5	32.1	29.5
\$95 000	23.6	26.1	22.6	23.8	25.1	24.7	25.4	26.7	24.6
\$115 000	20.8	23.0	19.9	21.0	22.1	21.8	22.4	23.6	21.7
\$135 000	18.2	20.2	17.5	18.4	19.4	19.1	19.7	20.7	19.0
\$150 000	16.8	18.5	16.0	16.9	17.8	17.6	18.1	19.0	17.5
Two children in care									
\$35 000	73.0	80.8	69.9	73.6	77.6	76.5	78.7	82.7	76.1
\$55 000	62.6	69.2	59.9	63.1	66.5	65.6	67.4	70.9	65.2
\$75 000	54.1	59.9	51.8	54.6	57.5	56.7	58.3	61.3	56.4
\$95 000	45.8	50.7	43.8	46.2	48.7	48.0	49.4	51.9	47.8
\$115 000	41.6	46.0	39.8	41.9	44.2	43.6	44.8	47.1	43.4
\$135 000	36.5	40.4	34.9	36.8	38.8	38.3	39.3	41.3	38.1
\$150 000	33.5	37.1	32.1	33.8	35.6	35.1	36.1	38.0	35.0
After child subsidies									
One child in care									
\$35 000	9.4	11.6	8.5	9.6	10.7	10.4	11.0	12.1	10.3
\$55 000	9.1	10.9	8.4	9.2	10.2	9.9	10.4	11.4	9.8
\$75 000	9.0	10.5	8.4	9.1	9.9	9.7	10.1	10.9	9.6
\$95 000	8.7	10.8	8.2	8.8	9.8	9.4	10.1	11.4	9.3
\$115 000	9.5	11.7	8.6	9.6	10.8	10.5	11.1	12.2	10.4
\$135 000	10.2	12.1	9.4	10.3	11.3	11.1	11.6	12.6	11.0
\$150 000	10.3	12.0	9.6	10.4	11.3	11.1	11.6	12.5	11.0
Two children in care									
\$35 000	16.1	19.9	14.5	16.4	18.4	17.8	18.9	20.9	17.6
\$55 000	15.4	18.7	14.0	15.6	17.3	16.9	17.8	19.5	16.7
\$75 000	15.4	18.3	14.2	15.6	17.1	16.7	17.5	19.0	16.5
\$95 000	14.8	17.2	13.8	15.0	16.2	15.9	16.6	17.9	15.8
\$115 000	22.2	26.6	20.4	22.5	24.8	24.2	25.4	27.7	24.0
\$135 000	18.6	22.5	17.0	18.9	20.9	20.4	21.5	23.5	20.2
\$150 000	20.3	23.9	18.9	20.6	22.5	22.0	23.0	24.8	21.8

(a) Data relate to the March quarter 2014.

Source: Australian Government Department of Education (unpublished) administrative data collection.

TABLE 3A.58

Table 3A.58 **Children developmentally vulnerable on one or more domains of the AEDC, by ECEC experience, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Children developmentally vulnerable on one or more domains										
Received some ECEC	no.	12 853	10 326	9 135	6 094	3 416	1 211	884	927	44 846
Did not receive any ECEC	no.	2 741	879	3 115	493	178	39	43	104	7 592
Unknown ECEC experience	no.	2 128	1 202	2 967	461	521	58	83	75	7 495
Total children developmentally vulnerable on one or more domains	no.	17 722	12 407	15 217	7 048	4 115	1 308	1 010	1 106	59 933
Total children with at least one valid domain score										
Received some ECEC	no.	72 794	57 680	40 055	27 906	15 401	5 752	4 146	2 728	226 462
Did not receive any ECEC	no.	8 437	2 175	8 866	1 253	447	139	140	185	21 642
Unknown ECEC experience	no.	7 690	3 729	9 073	1 472	1 507	195	308	204	24 178
Total children with at least one valid domain score	no.	88 921	63 584	57 994	30 631	17 355	6 086	4 594	3 117	272 282
Children developmentally vulnerable on one or more domains										
Received some ECEC	%	17.7	17.9	22.8	21.8	22.2	21.1	21.3	34.0	19.8
Did not receive any ECEC	%	32.5	40.4	35.1	39.3	39.8	28.1	30.7	56.2	35.1
Unknown ECEC experience	%	27.7	32.2	32.7	31.3	34.6	29.7	26.9	36.8	31.0
Total children developmentally vulnerable on one or more domains	%	19.9	19.5	26.2	23.0	23.7	21.5	22.0	35.5	22.0

(a) Children classified as developmentally vulnerable score below the 10th percentile (in the lowest 10 per cent) of the national AEDC population for an AEDC domain.

(b) Received some ECEC includes any formal child care or preschool/kindergarten.

Source: Australian Government Department of Education (unpublished) *Australian Early Development Census 2012*.

Single jurisdiction data – NSW

Table 3A.59 State Government real expenditure on child care and preschool services, New South Wales (2013-14 dollars) (\$'000) (a), (b)

	2009-10 (c)	2010-11	2011-12	2012-13	2013-14
Government expenditure on child care services					
Total recurrent expenditure	52 564	56 405	50 154	53 373	52 079
Net capital expenditure on child care services	–	262	–	–	na
Total expenditure on child care services	52 564	56 667	50 154	53 373	52 079
Government expenditure on preschool services					
Total recurrent expenditure	181 639	174 776	195 576	201 501	184 888
Net capital expenditure on preschool services	3 084	78	–	–	na
Total expenditure on preschool services	184 723	174 854	195 576	201 501	184 887
Government expenditure on child care and preschool services					
Total recurrent expenditure	234 203	231 181	245 730	254 874	236 967
Net capital expenditure	3 084	340	–	–	na
Total expenditure	237 287	231 521	245 730	254 874	236 967

(a) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) In 2009-10 a revised financial methodology was applied to NSW government expenditure on child care and preschool taking into account the children's services reform agenda. As a result, the data for 2009-10 are not directly comparable to data for previous years.

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

Table 3A.60 Characteristics of State Government funded and/or provided child care services, New South Wales

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Places available by service type (a)						
Child care services						
Long day care	no.	21 249	23 718	na	na	na
Family day care (b)	no.	–	–	–	–	–
Vacation care	no.	11 453	9 941	na	na	na
OSHC (c)	no.	–	–	–	–	–
Occasional care	no.	1 656	1 755	na	na	na
Other child care	no.	na	na	–	–	–
All child care places	no.	34 358	35 414	na	na	na
Average attendance						
Child care services						
Long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
OSHC	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

(a) These data are counts of the maximum licensed places per day (not week) for funded licensed child care services operating in August. NSW do not collect these data from 2011-12.

(b) NSW does not fund family day care services.

(c) NSW registers but does not license or fund OSHC services.

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.61

Table 3A.61 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, New South Wales**

	Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Children using State Government funded and/or provided child care services (a), (b), (c)						
Less than 2 years (1 year old or less)	no.	5 493	5 900	na	na	na
2 to less than 4 years (2–3 year olds)	no.	33 135	37 508	na	na	na
4 to less than 5 years (4 year olds)	no.	33 549	35 232	na	na	na
5 to less than 6 years (5 year olds)	no.	13 727	12 835	na	na	na
6 to 12 years old (6–12 year olds)	no.	20 518	19 118	na	na	na
All children aged 0–12 years	no.	106 422	110 593	na	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	97 461	95 376	93 640	95 370	100 986
1 to less than 2 years (1 year olds)	no.	95 715	96 174	95 422	94 151	97 517
2 to less than 3 years (2 year olds)	no.	94 209	95 082	95 692	95 841	97 449
3 to less than 4 years (3 year olds)	no.	92 644	93 980	94 938	96 082	96 605
4 to less than 5 years (4 year olds)	no.	90 519	93 041	94 061	95 398	96 881
5 to less than 6 years (5 year olds)	no.	88 487	91 387	93 369	94 597	96 223
6 to 12 years old (6–12 year olds)	no.	616 648	619 437	625 221	632 130	640 750
All children aged 0–12 years	no.	1 175 683	1 184 477	1 192 343	1 203 569	1 226 411
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	15.4	16.2	na	na	na
6 to 12 years (e)	%	3.3	3.1	na	na	na
All children aged 0–12 years	%	9.1	9.3	na	na	na

- (a) 2009-10 and 2010-11 data are not comparable with data for other States and Territories because children attending a preschool program delivered by a long day care centre are included. NSW does not discriminate between child care and preschool services provided by a qualified teacher.
- (b) 2009-10 and 2010-11 data are based on the number licensed funded services operating during the survey week.
- (c) Reliable data from State Government funded child care services are unavailable from 2011-12. Previously, the NSW Government has provided estimates for the years 2011-12 and 2012-13 to avoid a break in the series. These data are not considered accurate.

Source: NSW Department of Education and Communities (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.62

Table 3A.62 **Staff employed by State Government funded and/or provided child care and preschool services, New South Wales (a), (b), (c)**

		Unit	2009-10 (d)	2010-11	2011-12	2012-13	2013-14
Staff in State Government funded and/or provided child care services							
Full time equivalent staff							
Primary contact staff (e)	FTE		6 861	5 514	na	na	na
Administrative staff	FTE		703	614	na	na	na
Other staff (e)	FTE		520	473	na	na	na
All FTE staff	FTE		8 084	6 601	na	na	na
Family day carers							
Employed as employees	FTE		na	na	na	na	na
Employed as contractors	FTE		na	na	na	na	na
All family day carers	FTE		na	na	na	na	na
Total paid staff							
Primary contact staff (e)	no.		11 640	6 317	na	na	na
Administrative staff	no.		1 358	1 136	na	na	na
Other staff (e)	no.		1 163	1 074	na	na	na
All paid staff	no.		14 161	8 527	na	na	na
Total unpaid staff							
All unpaid staff	no.		na	na	na	na	na
Staff in State Government funded and/or provided preschool services							
Full time equivalent staff (f)							
Primary contact staff (g)	FTE		3 227	3 757	3 737	3 890	3 909
Administrative staff (h)	FTE		385	498	407	407	na
Other staff (h)	FTE		227	197	111	111	na
All FTE staff	FTE		3 839	4 452	4 255	4 408	3 909
Total paid staff (full-time and part time) (i)							
Primary contact staff (j)	no.		5 795	6 298	6 017	6 010	6 326
Administrative staff (k)	no.		951	797	621	808	779
Other staff (l)	no.		550	316	308	322	279
All paid staff	no.		7 296	7 411	6 946	7 140	7 384

FTE = Full time equivalent.

- (a) Reliable data from State funded child care services are unavailable from 2011-12. Previously, the Department has provided estimates for the years 2011-12 and 2012-13 to avoid a break in the series. These data are not considered accurate.
- (b) Part time positions are calculated based on a rate of 0.5 of an FTE position.
- (c) Data are based on the number of licensed funded services operating during the survey week in August.
- (d) Data from 2009-10 are not directly comparable to previous years due to a change in collection methods and counting rules.
- (e) Primary contact staff include child care workers, early childhood teachers, teaching authorised supervisor and untrained child care workers. Other staff include child development officers, cleaner/maintenance, non-teaching authorised supervisors and cooks.
- (f) Data include information from both NSW government preschools and NSW government funded preschool services.

Table 3A.62 Staff employed by State Government funded and/or provided child care and preschool services, New South Wales (a), (b), (c)

	<i>Unit</i>	<i>2009-10 (d)</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
(g)	FTE count is based on staff employed at a preschool service (Community funded and government) that spent at least half of their time doing primary contact. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools and DEC preschool mid-year Census. All government funded primary contact staff are assumed to be working full time.					
(h)	Data were not collected for this data item for 2012-13 and the 2012-13 value is based on the results presented for 2011-12.					
(i)	Department of Education and Communities (DEC) figures are not included in the total paid staff count.					
(j)	Count is based on staff employed at a preschool service (Community funded and government) that spent at least half of their time doing primary contact. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools and DEC preschool mid-year Census.					
(k)	Count is based on staff employed at a preschool service (community funded only) that spent at least half of their time doing management/admin work. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools.					
(l)	Count is based on staff employed at a preschool service (community funded only) that spent at least half of their time doing other work. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools.					

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.63

Table 3A.63 Paid staff employed by State Government funded and/or provided child care and preschool services, by qualification and experience, New South Wales (a), (b), (c)

	Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	7 033	5 326	na	na	na
Without a formal qualification (d)						
Three years or more relevant experience	no.	na	852	na	na	na
Fewer than 3 years relevant experience	no.	na	568	na	na	na
All staff without formal qualification	no.	5 836	1 420	na	na	na
All primary contact staff	no.	12 869	6 746	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	54.7	79.0	na	na	na
Without a formal qualification (d)						
Three years or more relevant experience	%	na	12.6	na	na	na
Fewer than 3 years relevant experience	%	na	8.4	na	na	na
All staff without formal qualification	%	45.3	21.0	na	na	na
All primary contact staff	%	100.0	100.0	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	10 043	4 359	na	na	na
Proportion of primary contact staff	%	78.0	64.6	na	na	na
All paid staff in child care services	no.	14 161	8 527	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training (e)	no.	4 671	4 747	5 088	5 226	5 336
Proportion of primary contact staff	%	80.6	75.4	84.6	87.0	84.4
All paid staff in preschool services	no.	7 296	7 411	6 946	7 140	7 384

(a) Reliable data from State Government funded child care services are unavailable from 2011-12. Previously, the NSW Government has provided estimates for the years 2011-12 and 2012-13 to avoid a break in the series. These data are not considered accurate.

(b) Data are based on the number of licensed funded services operating during the survey week.

(c) Data for 2010-11 are not directly comparable to previous years due to a change in collection methods and counting rules.

(d) Includes staff with no formal qualification and with the equivalent of full time experience in a child care service. Due to a change in data collection, NSW is not able to distinguish the number of years of relevant experience for staff without formal qualifications in 2009-10.

(e) Based on staff employed in community funded preschools only.

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.64

Table 3A.64 **NQF approved and State Government licensed or registered services, by service type and management type, New South Wales (a), (b), (c), (d)**

	2009-10 (e)		2010-11		2011-12		2012-13		2013-14	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care services										
Long day care										
Community	449	19.6	470	18.4	470	18.0	460	17.6	449	16.9
Private (f)	1 839	80.4	2 082	81.6	1 918	73.7	1 904	73.0	1 129	42.6
Non-government school	na	na	na	na	19	0.7	16	0.6	19	0.7
Government (g)	na	na	na	na	197	7.6	191	7.3	192	7.2
Total (h)	2 288	100.0	2 552	100.0	2 604	100.0	2 610	100.0	2 649	100.0
Family day care (i)										
Community	100	100.0	103	100.0	31	31.6	30	19.4	34	13.8
Private	na	na	na	na	20	20.4	58	37.4	150	61.0
Non-government school	na	na	na	na	1	1.0	1	0.6	1	0.4
Government (g)	na	na	na	na	46	46.9	46	29.7	43	17.5
Total (h)	100	100.0	103	100.0	98	100.0	155	100.0	246	100.0
Vacation care (g)										
Community	172	70.5	174	78.0	274	48.2	263	40.8	393	44.1
Private	na	na	na	na	179	31.5	179	27.8	274	30.8
Non-government school	na	na	na	na	23	4.0	26	4.0	29	3.3
Government (g)	72	29.5	49	22.0	93	16.3	76	11.8	88	9.9
Total (h)	244	100.0	223	100.0	569	100.0	645	100.0	891	100.0
OSHC (g)										
Community	na	na	na	na	395	50.9	403	46.1	580	44.8
Private	na	na	na	na	267	34.4	249	28.5	414	31.9
Non-government school	na	na	na	na	45	5.8	44	5.0	47	3.6
Government (g)	na	na	na	na	69	8.9	60	6.9	108	8.3
Total (h)	na	na	na	na	776	100.0	874	100.0	1 296	100.0
Occasional care										
Community	88	83.0	110	82.1	110	100.0	82	100.0	13	26.5
Private	18	17.0	24	17.9	na	na	na	na	1	2.0
Non-government school	..	..	na	na	na	na	na	na	1	2.0
Government (g)	na	na	na	na	na	na	na	na	11	22.4
Total (h)	106	100.0	134	100.0	110	100.0	82	100.0	49	100.0
Other care										
Community	na	na	na	na	–	–	na	na	37	24.7
Private	na	na	na	na	na	na	na	na	55	36.7
Non-government school	..	..	na	na	na	na	na	na	1	0.7
Government (g)	na	na	na	na	na	na	na	na	19	12.7
Total (h)	na	na	na	na	na	na	na	na	150	100.0

TABLE 3A.64

Table 3A.64 **NQF approved and State Government licensed or registered services, by service type and management type, New South Wales (a), (b), (c), (d)**

	2009-10 (e)		2010-11		2011-12		2012-13		2013-14	
Total child care services										
Community	809	29.5	857	28.5	1 280	30.8	1 238	28.4	1 518	29.9
Private	1 857	67.8	2 106	69.9	2 384	57.3	2 390	54.7	1 739	34.2
Non-government school	–	–	–	–	88	2.1	87	2.0	84	1.7
Government (g)	72	2.6	49	1.6	405	9.7	373	8.5	388	7.6
Total (j)	2 738	100.0	3 012	100.0	4 157	100.0	4 366	100.0	5 083	100.0
Preschool services (k)										
Community	751	70.2	757	52.8	786	82.5	786	81.2	774	80.3
Private	219	20.5	576	40.2	54	5.7	60	6.2	67	7.0
Non-government school	na	na	na	na	13	1.4	22	2.3	23	2.4
Government (g)	100	9.3	100	7.0	100	10.5	100	10.3	100	10.4
Total	1 070	100.0	1 433	100.0	953	100.0	968	100.0	964	100.0

- (a) Data are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF).
- (b) The counting rule changed from 2013-14 to report each service (i.e. individual location or establishment) by each service type it provides. For example, a long day care service which provides long day care and occasional care is counted as both a long day care service type and occasional care service type. Care should be taken when comparing data for 2013-14 with previous years. For NSW, long day care services which provide a preschool service are not counted as preschool services.
- (c) Data on NQF approved services are sourced from the NQAITS and provided by ACECQA to jurisdictions to compile final total estimates of all NQF approved services and State and Territory licensed or registered services. Data are reported as at 30 June.
- (d) The majority of NSW long day care centres are privately managed and this has been consistent over time. The reported number of privately managed long day care services for 2013-14 reflects a change in the counting methodology for the 2015 Report, rather than an actual drop in the number of privately managed long day care services, with many services not reporting their management type in the NQAITS. Overall, there was a 16.4 per cent increase in child care services in 2013-14 compared to 2012-13. Most of this growth can be attributed to a significant increase in the number of family day care and OSHC services (including vacation care).
- (e) In September 2009, a new government licensing system was implemented in NSW.
- (f) The 2012-13 data include 867 long day care services with no management type defined in the NQAITS. This was done because the majority of long day care services in NSW are privately managed. Whereas the 2013-14 data include services with no defined management type in the total only.
- (g) Includes Australian, State and local government owned services.
- (h) Total includes all services delivering that service type, including those with an unknown or not stated management type in the NQAITS and may therefore be higher than the sum of the management type categories.
- (i) Family day care is a licensed but not funded service. NSW registers, but does not licence, vacation care, before school care or after school care.
- (j) Total child care services is the total number of individual services, not the total number of service types provided by those services. As a result of some services having multiple service types, total child care services may not equal the breakdown by child care service types. For example, a child care centre which delivers OSHC and vacation care is counted separately by service type, but only once in total child care services. The total may also not equal the sum of management types as it includes services with an unknown or not stated management type in the NQAITS.

Table 3A.64 NQF approved and State Government licensed or registered services, by service type and management type, New South Wales (a), (b), (c), (d)

	2009-10 (e)	2010-11	2011-12	2012-13	2013-14
(k) Preschool services data are sourced from NQAITS and supplemented with data from the ECEC Preschool Census. NSW does not include long day care services delivering a preschool service in these data.					

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished); ACECQA NQAITS (unpublished).

TABLE 3A.65

Table 3A.65 **Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, New South Wales (a), (b)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Substantiated breaches arising from complaints						
Child care services						
Long day care	no.	na	na	197	671	768
Family day care	no.	na	na	17	18	51
Vacation care	no.	na	na	–	–	116
OSHC	no.	na	na	–	35	136
Occasional care	no.	na	na	1	5	–
Other care	no.	na	na	11	62	–
Preschool services						
All preschool services	no.	na	na	11	8	69
All services	no.	na	na	237	799	1 140
Number of services						
Child care services						
Long day care (c)	no.	2 288	2 552	2 604	2 610	2 649
Family day care (d)	no.	100	103	98	155	246
Vacation care	no.	244	223	569	645	891
OSHC	no.	na	na	776	874	1 296
Occasional care	no.	106	134	110	82	49
Other care	no.	na	na	na	na	150
Preschool services						
All preschools services (e)	no.	1 070	1 433	953	968	964
All services	no.	3 808	4 445	5 110	5 334	6 047
Substantiated breaches arising from complaints per service						
Child care services						
Long day care	no.	na	na	0.1	0.3	0.3
Family day care	no.	na	na	0.2	0.1	0.2
Vacation care	no.	na	na	–	–	0.1
OSHC	no.	na	na	–	–	0.1
Occasional care	no.	na	na	–	0.1	–
Other care	no.	na	na	na	na	–
Preschool services						
All preschool services	no.	na	na	–	–	0.1
All services	no.	na	na	–	0.1	0.2
Proportion of substantiated breaches against which action was taken						
Child care services						
Long day care	%	na	na	45.7	17.6	11.8
Family day care	%	na	na	41.2	5.6	17.6
Vacation care	%	na	na	na	na	8.6
OSHC	%	na	na	na	–	11.8
Occasional care	%	na	na	100.0	–	na

Table 3A.65 **Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, New South Wales (a), (b)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Other care	%	na	na	–	3.2	na
Preschool services						
All preschool services	%	na	na	100.0	37.5	52.2
All services	%	na	na	46.0	15.5	14.2

(a) From 2011-12, data are sourced from NQAITS.

(b) 2011-12 results may represent an under count due to the introduction of new legislation and reporting system. Some of the investigation of 2011-12 complaints will have occurred in 2012-13 leading to a delay in reporting and recording in 2012-13 instead of 2011-12. Given this data limitation, 2012-13 and 2011-12 results are not comparable.

(c) Funded licensed long day care services operating on 30 June.

(d) Family day care services are licensed but not funded.

(e) Preschool figures include licensed preschools and mobile services operating on 30 June.

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished)

Single jurisdiction data – Vic

TABLE 3A.66

Table 3A.66 **State Government real expenditure on child care and preschool services, Victoria (2013-14 dollars) (\$'000) (a), (b)**

	2009-10	2010-11	2011-12	2012-13	2013-14
Government expenditure on child care services					
Total recurrent expenditure (c)	2 372	3 611	646	610	12 966
Net capital expenditure on child care services	388	238	–	–	–
Total expenditure on child care services	2 760	3 849	646	610	12 966
Government expenditure on preschool services					
Total recurrent expenditure	172 397	184 465	208 738	243 120	296 874
Net capital expenditure on preschool services	21 424	45 545	41 476	44 313	21 948
Total expenditure on preschool services (d)	193 821	230 010	250 214	287 432	318 822
Government expenditure on child care and preschool services					
Total recurrent expenditure (e)	188 417	200 208	209 384	255 341	309 840
Net capital expenditure	21 812	45 784	41 476	44 313	21 948
Total expenditure (d), (e)	210 230	245 992	250 860	299 653	331 788

(a) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial assistance to families.

(c) The increase in 2013-14 is primarily due to the allocation of Quality Assessment and Regulation expenditure across child care and preschool services. Previously, this was not apportioned across the two services but added to the total as one lump sum. 2013-14 expenditure also includes scholarships and incentives paid to educators employed in child care services (this includes long day care, family day care, OSHC, occasional care and early intervention services).

(d) Data for 2011-12 include actual expenditure in 2011-12 and committed unspent funds for 2011-12. Data for 2012-13 exclude funds committed in 2011-12 and expended in 2012-13.

(e) Total recurrent expenditure and total expenditure for some years includes administrative expenditure that is not able to be split by service type. The sum of child care and preschool may not add to the respective totals.

– Nil or rounded to zero.

Source: Victorian Department of Human Services (DHS) (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.67

Table 3A.67 **Characteristics of State Government funded and/or provided child care services, Victoria**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Places available by service type						
Child care services						
Long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
OSHC	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other child care	no.	na	na	na	na	na
All child care places	no.	na	na	na	na	na
Average attendance						
Child care services						
Long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
OSHC	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.68

Table 3A.68 **Children aged 0–12 years attending State Government funded and/or provided child care services, by age, Victoria (a)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Children attending State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	na	na	na	na
2 to less than 4 years (2–3 year olds)	no.	na	na	na	na	na
4 to less than 5 years (4 year olds)	no.	5 146	na	na	na	na
5 to less than 6 years (5 year olds)	no.	na	na	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	na	na	na
All children aged 0–12 years	no.	5 146	2 619	na	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	71 353	70 934	70 523	75 865	74 383
1 to less than 2 years (1 year olds)	no.	70 103	70 839	71 098	72 601	76 514
2 to less than 3 years (2 year olds)	no.	69 539	70 276	71 378	71 867	73 875
3 to less than 4 years (3 year olds)	no.	68 523	69 756	70 806	72 139	72 790
4 to less than 5 years (4 year olds)	no.	66 760	69 114	70 338	71 612	73 193
5 to less than 6 years (5 year olds)	no.	65 464	67 623	69 830	71 176	72 632
6 to 12 years old (6–12 year olds)	no.	454 609	457 642	463 822	471 660	481 432
All children aged 0–12 years	no.	866 351	876 184	887 795	906 920	924 819
Proportion of 0–12 year olds who are attending State Government funded and/or provided child care						
0 to 5 years	%	1.2	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	0.6	0.3	na	na	na

(a) Data were not collected by age breakdown in 2009-10 and 2010-11. Data on children using State government funded and/or provided child care services have not been collected since 2010-11.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.69

Table 3A.69 **Staff employed by State Government funded and/or provided child care and preschool services, Victoria (a), (b)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (c)						
Full time equivalent staff						
Primary contact staff	FTE	3 064	3 438	3 762	3 762	4 863
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	3 064	3 438	3 762	3 762	4 863
Total paid staff (full time and part time)						
Primary contact staff	no.	4 998	5 601	6 174	6 174	6 802
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	4 998	5 601	6 174	6 174	6 802

FTE = Full time equivalent.

- (a) Data relate to paid primary contact staff in stand-alone kindergartens and includes primary contact staff in long day care services responsible and non-government schools responsible for the planning and delivery of the State funded kindergarten program.
- (b) FTE calculated using 38 hours as the standard working week.
- (c) 2011-12 data are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2012-13 are also from 30 June 2012.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.70

Table 3A.70 **Paid staff employed by State Government funded and/or provided child care and preschool services, by qualification and experience, Victoria**

		Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Primary contact staff in child care services							
Primary contact staff by qualification and experience							
With a formal qualification	no.	na	na	na	na	na	na
Without a formal qualification							
Three years or more relevant experience	no.	na	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na	na
Proportion of primary contact staff by qualification and experience							
With a formal qualification	%	na	na	na	na	na	na
Without a formal qualification							
Three years or more relevant experience	%	na	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.	na	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na	na
Primary contact staff in preschool services							
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months (a)							
Staff who have undertaken training	no.	4 080	4 415	5 310	5 310	5 374	
Proportion of primary contact staff	%	81.6	78.8	86.0	86.0	79.0	
All paid staff in preschool services	no.	4 998	5 601	6 174	6 174	6 802	

(a) 2011-12 data are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2012-13 are also from 30 June 2012.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.71

Table 3A.71 **NQF approved and State Government licensed or registered services, by service type and management type, Victoria (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care services										
Long day care										
Community (d)	401	33.7	435	36.6	452	37.1	467	37.5	474	37.6
Private	643	54.1	622	52.4	621	51.0	636	51.1	582	46.2
Non-government school	31	2.6	29	2.4	28	2.3	30	2.4	30	2.4
Government (e)	114	9.6	102	8.6	116	9.5	111	8.9	106	8.4
Total (f)	1 189	100.0	1 188	100.0	1 217	100.0	1 244	100.0	1 260	100.0
Family day care (e)										
Community (d)	5	5.1	16	15.1	16	13.0	16	7.8	17	5.1
Private	40	40.4	41	38.7	60	48.8	146	70.9	274	82.3
Non-government school	–	–	–	–	–	–	na	na	–	–
Government (e)	54	54.5	49	46.2	47	38.2	44	21.4	41	12.3
Total (f)	99	100.0	106	100.0	123	100.0	206	100.0	333	100.0
Vacation care										
Community (d)	66	45.8	234	56.0	55	43.0	41	35.7	100	21.7
Private	28	19.4	109	26.1	24	18.8	29	25.2	203	44.0
Non-government school	na	na	17	4.1	4	3.1	4	3.5	29	6.3
Government (e)	50	34.7	58	13.9	45	35.2	41	35.7	129	28.0
Total	144	100.0	418	100.0	128	100.0	115	100.0	461	100.0
OSHC (g)										
Community (d)	354	33.4	527	53.2	121	12.1	104	10.5	106	10.0
Private	562	53.0	395	39.9	449	44.9	487	48.9	570	53.6
Non-government school	99	9.3	32	3.2	72	7.2	70	7.0	71	6.7
Government (e)	45	4.2	36	3.6	358	35.8	334	33.6	316	29.7
Total (f)	1 060	100.0	990	100.0	1 000	100.0	995	100.0	1 064	100.0
Occasional care (h)										
Community (d)	261	59.9	266	58.8	250	57.9	233	57.5	216	54.4
Private	88	20.2	96	21.2	100	23.1	95	23.5	102	25.7
Non-government school	2	0.5	2	0.4	2	0.5	2	0.5	2	0.5
Government (e)	85	19.5	88	19.5	80	18.5	75	18.5	77	19.4
Total	436	100.0	452	100.0	432	100.0	405	100.0	397	100.0
Other care (i)										
Community (d)	9	81.8	18	78.3	22	84.6	8	72.7	40	27.6
Private	1	9.1	2	8.7	1	3.8	na	na	86	59.3
Non-government school	–	–	–	–	–	–	na	na	..	..
Government (e)	1	9.1	3	13.0	3	11.5	3	27.3	19	13.1
Total	11	100.0	23	100.0	26	100.0	11	100.0	145	100.0
Total child care services										
Community (d)	1 096	37.3	1 496	47.1	916	31.3	869	29.2	859	27.6

TABLE 3A.71

Table 3A.71 **NQF approved and State Government licensed or registered services, by service type and management type, Victoria (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
Private	1 362	46.3	1 265	39.8	1 255	42.9	1 393	46.8	1 560	50.2
Non-government school	132	4.5	80	2.5	106	3.6	106	3.6	105	3.4
Government (e)	349	11.9	336	10.6	649	22.2	608	20.4	586	18.8
Total (j)	2 939	100.0	3 177	100.0	2 926	100.0	2 976	100.0	3 110	100.0
Preschool services (k)										
Community (d)	892	73.3	904	74.6	868	71.9	868	71.1	962	44.3
Private	22	1.8	11	0.9	8	0.7	8	0.7	728	33.5
Non-government school	83	6.8	68	5.6	70	5.8	73	6.0	106	4.9
Government (e)	220	18.1	229	18.9	262	21.7	272	22.3	350	16.1
Total (f)	1 217	100.0	1 212	100.0	1 208	100.0	1 221	100.0	2 170	100.0

- (a) Data are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF).
- (b) The counting rule changed from 2013-14 to report each service (i.e. individual location or establishment) by each service type it provides. For example, a long day care service which provides long day care and occasional care is counted as both a long day care service type and occasional care service type. Care should be taken when comparing data for 2013-14 with previous years.
- (c) Data on NQF approved services are sourced from the NQAITS and provided by ACECQA to jurisdictions to compile final total estimates of all NQF approved services and State and Territory licensed or registered services. Data are reported as at 30 June.
- (d) Includes not-for-profit services that are coded as having a management type of incorporated association, church, catholic school, government school, co-operative or other. In 2009-10, the number of community managed centre based child care services increased as a result of the acquisition of ABC Development Learning Centres Pty Ltd by GoodStart Childcare Ltd.
- (e) Refers to local government managed ECEC services.
- (f) Total includes all services delivering that service type, including those with an unknown or not stated management type in the NQAITS and may therefore be higher than the sum of the management type categories.
- (g) On 25 May 2009, legislation was passed in Victoria to allow the licensing of family day care services and OSHC services.
- (h) All Victorian occasional care services are licensed under Victorian law (i.e. are not NQF approved). The counting rule changed from 2013-14 to report 3 year old kindergarten services as preschool services rather than a child care service type. For Victoria, these services are no longer reported as occasional care child care services.
- (i) Other care refers to licensees who operate early intervention or short term care services.
- (j) Total child care services is the total number of individual services, not the total number of service types provided by those services. As a result of some services having multiple service types, total child care services may not equal the breakdown by child care service types. For example, a child care centre which delivers OSHC and vacation care is counted separately by service type, but only once in total child care services. There are 457 services licensed under Victorian law for 2013-14.

Table 3A.71 **NQF approved and State Government licensed or registered services, by service type and management type, Victoria (a), (b), (c)**

	2009-10	2010-11	2011-12	2012-13	2013-14
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(k) The counting rule for preschool services changed from 2013-14. Preschool services now includes any long day care centres or other types of child care services which also deliver a preschool service (i.e. a preschool program). This is in addition to stand-alone preschools and preschool services attached to a school. Preschool services also includes 14 services that deliver a preschool program for 3 year olds only. Of these 3 year old kindergarten services, 9 services also deliver a YBFS preschool program. As these 9 services are not licensed to the same provider as the YBFS programs, and in some cases they have management types, they are included as separate services in these data.

na Not available. – Nil or rounded to zero.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished); ACECQA NQAITS (unpublished).

TABLE 3A.72

Table 3A.72 **Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, Victoria (a), (b)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Substantiated breaches arising from complaints						
Child care services						
Long day care	no.	268	235	195	177	200
Family day care	no.	–	22	17	14	19
Vacation care	no.	–	20	15	1	–
OSHC	no.	–	37	15	10	17
Occasional care	no.	14	14	9	6	3
Other care	no.	–	1	1	1	–
Preschool services						
All preschool services	no.	73	79	48	15	26
All services	no.	355	408	300	224	265
Number of services						
Child care services						
Long day care	no.	1 189	1 188	1 217	1 244	1 260
Family day care	no.	99	106	123	206	333
Vacation care	no.	144	418	128	115	461
OSHC	no.	1 060	990	1 000	995	1 064
Occasional care	no.	436	452	432	405	411
Other care	no.	11	23	26	11	145
Preschool services						
All preschool services (c)	no.	1 217	1 212	1 208	1 221	2 156
All services (d)	no.	4 156	4 389	4 134	4 197	5 289
Substantiated breaches arising from complaints per service						
Child care services						
Long day care	no.	0.2	0.2	0.2	0.1	0.2
Family day care	no.	–	0.2	0.1	0.1	0.1
Vacation care	no.	–	–	0.1	–	–
OSHC	no.	–	–	–	–	–
Occasional care	no.	–	–	–	–	–
Other care	no.	–	–	–	0.1	–
Preschool services						
All preschool services	no.	0.1	0.1	–	–	–
All services	no.	0.1	0.1	0.1	0.1	0.1
Proportion of substantiated breaches against which action was taken						
Child care services						
Long day care	%	50.7	36.6	36.9	60.5	39.5
Family day care	%	..	40.9	35.3	35.7	36.8
Vacation care	%	..	70.0	20.0	100.0	..
OSHC	%	..	51.4	60.0	70.0	17.6
Occasional care	%	57.1	21.4	22.2	–	100.0

Table 3A.72 **Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, Victoria (a), (b)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Other care	%	..	–	100.0	100.0	..
Preschool services						
All preschool services	%	39.7	44.3	14.6	26.7	42.3
All services	%	48.7	40.7	33.3	55.8	38.9

(a) Victoria reports on substantiated breaches arising from complaints that occur in all licensed or approved ECEC services.

(b) 2013-14 data for vacation care are reported in OSHC totals.

(c) From 2013-14, preschool services include any service delivering a preschool program.

(d) Services are included twice if they provide both child care and preschool services.

.. Not applicable. – Nil or rounded to zero.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

Single jurisdiction data – Qld

TABLE 3A.73

Table 3A.73 **State Government real expenditure on child care and preschool services, Queensland (2013-14 dollars) (\$'000) (a), (b), (c)**

	2009-10	2010-11	2011-12	2012-13 (d)	2013-14
Government expenditure on child care services (e), (f), (g)					
Total recurrent expenditure	43 354	46 498	61 495	47 721	54 980
Net capital expenditure on child care services (h)	10 156	12 817	26 687	17 205	7 006
Total expenditure on child care services	53 510	59 315	88 182	64 925	61 986
Government expenditure on preschool services (e)					
Total recurrent expenditure	42 616	61 315	80 464	128 632	150 835
Net capital expenditure on preschool services (i)	13 200	46 112	70 322	26 955	27 677
Total expenditure on preschool services	55 816	107 428	150 786	155 587	178 512
Government expenditure on child care and preschool services					
Total recurrent expenditure	85 970	107 814	141 959	176 353	205 815
Net capital expenditure (i)	23 356	58 929	97 009	44 159	34 683
Total expenditure	109 327	166 743	238 968	220 512	240 498

(a) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) Historical data need to be used with caution. Refer to previous reports.

(c) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(d) 2012-13 child care and preschool expenditure has been revised since the previous Report.

(e) Data for administrative expenditure are based on accrual accounting, utilising an activity based costing method, whereas previously these were based on cash accounting.

(f) Data include administration expenditure involved in licensing kindergartens and administering the Young People's Activities Program (for 13–15 year olds).

(g) Includes capital funding to service organisations and non-government agencies.

(h) Includes department capital/infrastructure and capital grants to non-government agencies and child care centres.

(i) Data includes capital grant and construction costs for universal access program.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.74

Table 3A.74 **Characteristics of State Government funded and/or provided child care services, Queensland (a)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Places available by service type						
Child care services (b)						
Long day care	no.	..	..	..	..	..
Family day care	no.	..	..	..	..	..
Vacation care (c)	no.	..	..	..	376	340
OSHC	no.	..	..	..	..	..
Occasional care	no.	1 274	1 271	1 396	1 402	1 474
Other child care	no.	..	..	..	..	..
All child care places	no.	1 274	1 271	1 396	1 778	1 644
Average attendance (d)						
Child care services (e)						
Long day care	hrs	..	..	..	..	..
Family day care	hrs	..	..	..	..	..
Vacation care	hrs	11.7	na	na	na	na
OSHC	hrs	..	..	..	..	..
Occasional care	hrs	8.6	na	4.0	10.1	11.0
Other child care	hrs	..	..	..	..	..

(a) Historical data need to be used with caution. Refer to previous reports.

(b) Data relate to licensed capacity of funded services and do not include State funded unlicensed services.

(c) Vacation care places are based on maximum capacity (Service level).

(d) Average hour of attendance are calculated by dividing the total number of hours attended (excluding vacation care) by the count of children attending.

(e) Child care data are based on an annual voluntary census, and response rates are variable by service type and over time. Vacation care data are characteristically subject to error due to low response rates. 'Other' care refers to Cape York/Gulf Remote Areas Aboriginal and Torres Strait Islander Child Care (RAATSICC) services and are included. When low response rates compromise data quality, these data cannot be reported, and are indicated as not available.

na Not available. **..** Not applicable.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.75

Table 3A.75 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Queensland (a)**

		Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Children using State Government funded and/or provided child care services (b)							
Less than 2 years (1 year old or less)	no.		147	115	127	114	151
2 to less than 4 years (2–3 year olds)	no.		638	758	867	697	650
4 to less than 5 years (4 year olds)	no.		176	248	342	307	372
5 to less than 6 years (5 year olds)	no.		5	49	92	42	76
6 to 12 years old (6–12 year olds)	no.		196	67	230	194	132
All children aged 0–12 years	no.		1 162	1 237	1 658	1 354	1 381
Estimated resident population at 31 December							
Less than 1 year (0 year olds)	no.		61 178	59 837	60 943	62 266	63 120
1 to less than 2 years (1 year olds)	no.		61 519	61 376	61 027	61 668	63 642
2 to less than 3 years (2 year olds)	no.		60 463	61 329	61 850	62 057	63 188
3 to less than 4 years (3 year olds)	no.		59 485	60 575	61 964	62 951	62 824
4 to less than 5 years (4 year olds)	no.		58 622	60 171	61 330	63 079	63 670
5 to less than 6 years (5 year olds)	no.		57 309	59 655	61 227	62 393	63 751
6 to 12 years old (6–12 year olds)	no.		400 508	404 990	412 712	421 478	428 873
All children aged 0–12 years	no.		759 084	767 933	781 053	795 892	809 068
Proportion of 0–12 year old resident population using State Government funded and/or provided child care							
0 to 5 years	%		0.3	0.3	0.4	0.3	0.3
6 to 12 years	%		–	–	0.1	–	–
All children aged 0–12 years	%		0.2	0.2	0.2	0.2	0.2

(a) Historical data need to be used with caution. Refer to previous reports.

(b) Child care data refer to children enrolled in funded child care services. Data are based on an annual voluntary census, and response rates are variable by service type and over time. Data since 2009-10 relate to funded vacation care and occasional care services only.

– Nil or rounded to zero.

Source: Queensland Department of Education, Training and Employment (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.76

Table 3A.76 **Staff employed by State Government funded and/or provided child care and preschool services, Queensland (a)**

	Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Staff in State Government funded and/or provided child care services (b)						
Full time equivalent staff (c)						
Primary contact staff	FTE	82	57	75	72	103
Administrative staff	FTE	1	2	4	5	6
Other staff	FTE	10	6	8	5	2
All FTE staff	FTE	93	65	87	82	111
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff (d)						
Primary contact staff	no.	162	101	132	124	173
Administrative staff	no.	3	5	7	7	9
Other staff	no.	10	11	1	8	4
All paid staff	no.	175	117	140	139	186
Total unpaid staff						
All unpaid staff	no.	2	1	9	8	13
Staff in State Government funded and/or provided preschool services (e)						
Full time equivalent staff (c)						
Primary contact staff	FTE	820	1 076	3 090	5 671	8 955
Administrative staff	FTE	23	45	256	587	1 057
Other staff	FTE	16	73	101	146	242
All FTE staff	FTE	859	1 194	3 447	6 404	10 254
Total paid staff (full time and part time)						
Primary contact staff	no.	1 257	1 421	4 703	8 828	14 460
Administrative staff	no.	80	147	394	820	1 420
Other staff	no.	68	147	188	259	433
All paid staff	no.	1 405	1 715	5 285	9 907	16 313

FTE = Full time equivalent.

(a) Historical data need to be used with caution. Refer to previous reports.

(b) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. When low response rates compromise data quality, these data cannot be reported, and are indicated 'na'.

(c) Total hours per FTE is 38 hours. FTE derived by calculating the number of full time staff plus part time staff. Part time staff assumed to equal 0.5 FTE.

(d) Count of all paid staff in funded Limited Hours Care (LHC) and Vacation Access Care (VAC) services.

(e) Count of all paid staff in funded kindergarten services.

na Not available.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.77

Table 3A.77 Paid staff employed by State Government funded and/or provided child care and preschool services, by qualification and experience, Queensland (a)

	Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Primary contact staff in child care services (b), (c)						
Primary contact staff by qualification and experience						
With a formal qualification (d)	no.	124	79	98	98	117
Without a formal qualification						
Three years or more relevant experience	no.	11	11	7	10	23
Fewer than 3 years relevant experience	no.	27	11	20	16	33
All staff without formal qualification	no.	38	22	27	26	56
All primary contact staff	no.	162	101	125	124	173
Proportion of primary contact staff by qualification and experience						
With a formal qualification (d)	%	76.5	78.2	78.4	79.0	67.6
Without a formal qualification						
Three years or more relevant experience	%	6.8	10.9	5.6	8.1	13.3
Fewer than 3 years relevant experience	%	16.7	10.9	16.0	12.9	19.1
All staff without formal qualification	%	23.5	21.8	21.6	21.0	32.4
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	88	75	91	77	115
Proportion of primary contact staff	%	54.3	74.3	72.8	62.1	66.5
All paid staff in child care services	no.	175	117	140	139	186
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	691	1 144	3 873	7 353	13 674
Proportion of primary contact staff	%	55.0	80.5	82.4	83.3	94.6
All paid staff in preschool services	no.	1 405	1 715	5 285	9 907	16 313

(a) Historical data needs to be used with caution. Refer to previous reports.

(b) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. When low response rates compromise data quality, these data cannot be reported, and are indicated as not available.

(c) Data exclude staff in Child Care Hubs.

(d) Formal qualifications defined as Certificate III or higher. Excludes staff with a relevant qualification in a field other than early childhood.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.78

Table 3A.78 **NQF approved and State Government licensed or registered services, by service type and management type, Queensland (a), (b), (c), (d)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care services										
Long day care (e)										
Community	174	13.5	238	19.8	492	34.5	452	33.2	485	34.5
Private	1 091	84.6	904	75.2	869	60.9	853	62.6	866	61.7
Non-government school	4	0.3	44	3.7	47	3.3	35	2.6	37	2.6
Government	21	1.6	16	1.3	20	1.4	22	1.6	16	1.1
Total	1 290	100.0	1 202	100.0	1 428	100.0	1 362	100.0	1 404	100.0
Family day care										
Community	70	88.6	67	83.8	68	71.6	66	70.2	70	64.2
Private	4	5.1	8	10.0	17	17.9	21	22.3	35	32.1
Non-government school	..	..	..	..	1	1.1	–	–	–	–
Government	5	6.3	5	6.3	9	9.5	7	7.4	4	3.7
Total	79	100.0	80	100.0	95	100.0	94	100.0	109	100.0
Vacation care										
Community	..	..	..	..	..	..	..	..	594	64.8
Private	..	..	..	..	..	..	..	..	256	27.9
Non-government school	..	..	..	..	..	..	..	..	48	5.2
Government	..	..	..	..	..	..	..	..	18	2.0
Total	..	..	..	..	..	..	..	..	916	100.0
OSHC										
Community	390	79.8	180	45.3	256	47.0	461	74.4	613	64.3
Private	65	13.3	64	16.1	54	9.9	85	13.7	267	28.0
Non-government school	..	..	115	29.0	89	16.3	50	8.1	53	5.6
Government	22	4.5	38	9.6	146	26.8	24	3.9	21	2.2
Total	489	100.0	397	100.0	545	100.0	620	100.0	954	100.0
Occasional care (e)										
Community	44	84.6	28	75.7	27	73.0	23	71.9	33	80.5
Private	na	na	2	5.4	..	..	..	..	1	2.4
Non-government school	..	..	1	2.7	1	2.7	1	3.1	–	–
Government	8	15.4	6	16.2	9	24.3	8	25.0	7	17.1
Total	52	100.0	37	100.0	37	100.0	32	100.0	41	100.0
Other care (f)										
Community	..	..	..	..	..	..	..	..	..	..
Private	..	..	..	..	..	..	..	..	..	..
Non-government school	..	..	..	..	..	..	..	..	..	..
Government	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	..	..

TABLE 3A.78

Table 3A.78 **NQF approved and State Government licensed or registered services, by service type and management type, Queensland (a), (b), (c), (d)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
Total child care services										
Community	678	35.5	513	29.9	843	40.0	1 002	47.5	1 066	49.5
Private	1 160	60.7	978	57.0	940	44.7	959	45.5	963	44.7
Non-government school	4	0.2	160	9.3	138	6.6	86	4.1	87	4.0
Government	56	2.9	65	3.8	184	8.7	61	2.9	37	1.7
Total (g)	1 910	100.0	1 716	100.0	2 105	100.0	2 108	100.0	2 153	100.0
Preschool services (h)										
Community	339	90.2	300	85.7	334	85.4	415	86.5	609	57.8
Private	2	0.5	5	1.4	1	0.3	13	2.7	375	35.6
Non-government school	5	1.3	18	5.1	22	5.6	21	4.4	38	3.6
Government	30	8.0	27	7.7	34	8.7	31	6.5	31	2.9
Total	376	100.0	350	100.0	391	100.0	480	100.0	1 053	100.0

- (a) Data are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF).
- (b) The counting rule changed from 2013-14 to report each service (i.e. individual location or establishment) by each service type it provides. For example, a long day care service which provides long day care and occasional care is counted as both a long day care service type and occasional care service type. Care should be taken when comparing data for 2013-14 with previous years.
- (c) Data on NQF approved services are sourced from the NQAITS and provided by ACECQA to jurisdictions to compile final total estimates of all NQF approved services and State and Territory licensed or registered services. Data are reported as at 30 June.
- (d) Child care data are based on an annual voluntary census, so overall and individual question response rates are variable by service type and over time.
- (e) Occasional care includes funded and non-funded services (known as limited hours services in Queensland).
- (f) Other care includes services funded under the Remote Area Aboriginal and Torres Strait Islander Child Care program. Only licensed funded services are included.
- (g) Total child care services is the total number of individual services, not the total number of service types provided by those services. As a result of some services having multiple service types, total child care services may not equal the breakdown by child care service types. For example, a child care centre which delivers OSHC and vacation care is counted separately by service type, but only once in total child care services.
- (h) The counting rule for preschool services changed from 2013-14. Preschool services now includes any long day care centres or other types of child care services which also deliver a preschool service (i.e. a preschool program). This is in addition to stand-alone preschools and preschool services attached to a school.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: Queensland Department of Education, Training and Employment (unpublished); ACECQA NQAITS (unpublished).

TABLE 3A.79

Table 3A.79 **Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, Queensland (a)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Substantiated breaches arising from complaints						
Child care services						
Long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
OSHC	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Number of services						
Child care services						
Long day care	no.	1 290	1 202	1 428	1 362	1 404
Family day care	no.	79	80	95	94	109
Vacation care	no.	..	..	..	..	916
OSHC	no.	489	397	545	620	954
Occasional care	no.	52	37	37	32	41
Other care	no.	..	..	..	..	..
Preschool services						
All preschool services (b)	no.	376	350	391	480	1 053
All services (c)	no.	2 286	2 066	2 496	2 588	3 206
Substantiated breaches arising from complaints per service						
Child care services						
Long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
OSHC	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Proportion of substantiated breaches against which action was taken						
Child care services						
Long day care	%	na	na	na	na	na
Family day care	%	na	na	na	na	na
Vacation care	%	na	na	na	na	na
OSHC	%	na	na	na	na	na
Occasional care	%	na	na	na	na	na

Table 3A.79 **Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, Queensland (a)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	na	na	na	na	na

(a) It is departmental policy to respond to all complaints received relating to licensing standards of ECEC services. The nature of the response depends on the seriousness of the complaint. Data on substantiated breaches arising from complaints cannot be disaggregated from all complaints data.

(b) From 2013-14, preschool services include any service delivering a preschool program.

(c) Services are included twice if they provide both child care and preschool services.

na Not available. ... Not applicable.

Source: Queensland Department of Education, Training and Employment (unpublished).

Single jurisdiction data – WA

Table 3A.80 State Government real expenditure on child care and preschool services, Western Australia (2013-14 dollars) (\$'000) (a), (b)

	2009-10	2010-11	2011-12	2012-13	2013-14
Government expenditure on child care services (c), (d), (e)					
Total recurrent expenditure	9 061	9 615	13 732	15 255	18 288
Net capital expenditure on child care services (f)	–	4 017	7 861	8 025	4 880
Total expenditure on child care services	9 061	13 632	21 593	23 280	23 168
Government expenditure on preschool services					
Total recurrent expenditure (g)	153 424	199 365	242 262	260 754	275 616
Net capital expenditure on preschool services	41 938	38 657	25 164	23 230	23 402
Total expenditure on preschool services	195 362	238 023	267 425	283 984	299 018
Government expenditure on child care and preschool services					
Total recurrent expenditure (g)	162 485	208 980	255 993	276 009	293 904
Net capital expenditure	41 938	42 675	33 025	31 255	28 282
Total expenditure	204 423	251 655	289 018	307 264	322 186

(a) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) Administrative expenditure includes total costs — including superannuation, depreciation and leave accruals (all amounts are calculated on an accrual basis). Costs that have been attributed to these outputs through the financial system allocations module are shown as overheads. Overheads have been apportioned to salaries and non salaries based on direct cost percentages.

(d) The allocation of overheads are determined by *Labour Time Allocation Surveys*.

(e) Service provision costs are calculated by subtracting Australian Government funded occasional care from direct funding of services obtained from the financial systems.

(f) The increase in the 2011-12 net capital expenditure on child care services is due to the WA Department of Education has currently under construction three Early Learning and Care Centres (ELCC) funded by the Commonwealth. Additionally five Children and Family Centres (CFCs) funded through Element 1 of the National Partnership on Indigenous Early Childhood Development. Approximately 60 per cent of the CFCs relate to childcare for children birth to age 5.

(g) In 2010-11 total recurrent expenditure (preschool services and total) data there was an increase in teachers, aides and salaries. 2013-14 total recurrent expenditure data exclude amortisation of software of \$214 000.

– Nil or rounded to zero.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished).

TABLE 3A.81

Table 3A.81 **Characteristics of State Government funded and/or provided child care services, Western Australia**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Places available by service type						
Child care services						
Long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
OSHC	no.	na	na	na	na	na
Occasional care (a)	no.	150	150	150	216	216
Other child care	no.	na	na	na	na	na
All child care places	no.	150	150	150	216	216
Average attendance						
Child care services						
Long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
OSHC	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

(a) Data for occasional care places represents maximum funded capacity at a point in time. More than one child may occupy an occasional care place over a period. The 2011-12 figure is an approximation due to a change in data collection arising from changes in funding policy.

na Not available.

Source: WA Department of Local Government and Communities (unpublished).

TABLE 3A.82

Table 3A.82 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Western Australia**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	na	na	na	na
2 to less than 4 years (2–3 year olds)	no.	na	na	na	na	na
4 to less than 5 years (4 year olds)	no.	na	na	na	na	na
5 to less than 6 years (5 year olds)	no.	na	na	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	na	na	na
All children aged 0–12 years	no.	na	na	na	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	30 746	30 673	31 847	33 626	34 456
1 to less than 2 years (1 year olds)	no.	30 668	31 069	31 815	33 087	34 370
2 to less than 3 years (2 year olds)	no.	30 607	30 995	31 742	32 897	33 845
3 to less than 4 years (3 year olds)	no.	30 049	30 997	31 708	32 776	33 597
4 to less than 5 years (4 year olds)	no.	29 154	30 640	31 718	32 708	33 594
5 to less than 6 years (5 year olds)	no.	28 509	29 864	31 395	32 667	33 565
6 to 12 years old (6–12 year olds)	no.	201 047	203 837	208 663	214 759	221 307
All children aged 0–12 years	no.	380 780	388 075	398 888	412 520	424 734
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	na	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	na	na	na	na	na

na Not available.

Source: WA Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

Table 3A.83 Staff employed by State Government funded and/or provided child care and preschool services, Western Australia

	Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (a), (b)						
Full time equivalent staff						
Primary contact staff (c)	FTE	1 306	1 390	1 760	1 858	1 842
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	1 306	1 390	1 760	1 858	1 842
Total paid staff (full time and part time)						
Primary contact staff (c)	no.	1 672	1 764	2 240	2 368	2 352
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	1 672	1 764	2 240	2 368	2 352

FTE = Full time equivalent.

- (a) Data for each year have been revised from the previous Report to represent the financial year reported e.g. 2013-14 data are as at 2 August 2013.
- (b) Data represent the total staffing for kindergarten students in preschools in both the government and non-government sectors and is done by apportionment of the total precompulsory staff input. It is assumed that there is a 1:1 correspondence of teaching staff (who must be qualified) and aides (no details collected of qualifications, assumed to be zero).
- (c) Public sector staffing ratios are apportioned to estimate primary contact staff in private sector preschools.

na Not available.

Source: WA Department of Education (unpublished).

TABLE 3A.84

Table 3A.84 **Paid staff employed by State Government funded and/or provided child care and preschool services, by qualification and experience, Western Australia**

	Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in preschool services (a)	no.	1 672	1 764	2 240	2 368	2 352

(a) Data for each year have been revised from the previous Report to represent the financial year reported e.g. 2013-14 data are as at 2 August 2013.

na Not available.

Source: WA Department of Education (unpublished).

TABLE 3A.85

Table 3A.85 **NQF approved and State Government licensed or registered services, by service type and management type, Western Australia (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care services										
Long day care (d)										
Community	161	29.3	155	28.8	153	27.3	231	39.6	234	37.4
Private	377	68.7	372	69.1	394	70.2	335	57.5	371	59.4
Non-government school	na	na	na	na	na	na	na	na	na	na
Government	11	2.0	11	2.0	14	2.5	17	2.9	20	3.2
Total	549	100.0	538	100.0	561	100.0	583	100.0	625	100.0
Family day care										
Community	na	na	na	na	na	na	8	21.6	8	14.0
Private	753	100.0	782	100.0	847	100.0	25	67.6	45	78.9
Non-government school	na	na	na	na	na	na	na	na	na	na
Government	na	na	na	na	na	na	4	10.8	4	7.0
Total	753	100.0	782	100.0	847	100.0	37	100.0	57	100.0
Vacation care										
Community	10	35.7	9	37.5	9	37.5	103	29.3	89	27.3
Private	5	17.9	3	12.5	3	12.5	217	61.6	210	64.4
Non-government school	na	na	na	na	na	na	na	na	1	0.3
Government	13	46.4	12	50.0	12	50.0	32	9.1	26	8.0
Total	28	100.0	24	100.0	24	100.0	352	100.0	326	100.0
OSHC										
Community	109	51.4	109	45.0	106	34.4	96	30.1	96	25.9
Private	88	41.5	116	47.9	174	56.5	210	65.8	259	69.8
Non-government school	na	na	na	na	na	na	na	na	1	0.3
Government	15	7.1	17	7.0	28	9.1	13	4.1	15	4.0
Total	212	100.0	242	100.0	308	100.0	319	100.0	371	100.0
Occasional care										
Community	25	96.2	25	100.0	25	100.0	na	na	na	na
Private	na	na	na	na	na	na	na	na	na	na
Non-government school	na	na	na	na	na	na	na	na	na	na
Government	1	3.8	na	na	na	na	na	na	12	na
Total	26	100.0	25	100.0	25	100.0	na	na	na	na
Other care										
Community	na	na	na	na	na	na	na	na	2	10.5
Private	na	na	na	na	na	na	13	100.0	17	89.5
Non-government school	na	na	na	na	na	na	na	na	na	na
Government	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	13	100.0	19	100.0
Total child care services										

TABLE 3A.85

Table 3A.85 **NQF approved and State Government licensed or registered services, by service type and management type, Western Australia (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
Community	305	19.5	298	18.5	293	16.6	438	33.6	345	33.2
Private	1 223	78.0	1 273	79.0	1 418	80.3	800	61.3	648	62.3
Non-government school	–	–	–	–	–	–	–	–	1	0.1
Government	40	2.6	40	2.5	54	3.1	66	5.1	46	4.4
Total (e)	1 568	100.0	1 611	100.0	1 765	100.0	1 304	100.0	1 040	100.0
Preschool services (f)										
Community (g)	na	na	na	na	na	na	22	2.5	24	2.6
Private	na	na	na	na	na	na	–	–	7	0.8
Non-government school	na	na	na	na	na	na	241	27.0	251	27.5
Government	849	100.0	875	100.0	884	100.0	629	70.5	632	69.1
Total	849	100.0	875	100.0	884	100.0	892	100.0	914	100.0

- (a) Data are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF).
- (b) The counting rule changed from 2013-14 to report each service (i.e. individual location or establishment) by each service type it provides. For example, a long day care service which provides long day care and occasional care is counted as both a long day care service type and occasional care service type. Care should be taken when comparing data for 2013-14 with previous years.
- (c) Data on NQF approved services are sourced from the NQAITS and provided by ACECQA to jurisdictions to compile final total estimates of all NQF approved services and State and Territory licensed or registered services. Data are reported as at 30 June.
- (d) The move to the NQF has affected how data from 2012-13 are recorded and may have resulted in sizeable movements from previous data.
- (e) Total child care services is the total number of individual services, not the total number of service types provided by those services. As a result of some services having multiple service types, total child care services may not equal the breakdown by child care service types. For example, a child care centre which delivers OSHC and vacation care is counted separately by service type, but only once in total child care services.
- (f) The counting rule for preschool services changed from 2013-14. Preschool services now includes any long day care centres or other types of child care services which also deliver a preschool service (i.e. a preschool program). This is in addition to stand-alone preschools and preschool services attached to a school.
- (g) While daily operations of community managed kindergartens are the responsibility of parent committees, their programs are funded and their staff employed by government.

na Not available. – Nil or rounded to zero.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished); ACECQA NQAITS (unpublished).

TABLE 3A.86

Table 3A.86 Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, Western Australia

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Substantiated breaches arising from complaints						
Child care services						
Long day care	no.	316	304	140	90	241
Family day care	no.	51	36	na	3	16
Vacation care	no.	44	37	na	27	49
OSHC	no.	27	23	34	26	50
Occasional care	no.	4	3	na	na	na
Other care	no.	na	na	25	na	na
Preschool services						
All preschool services (a)	no.	na	na	na	na	na
All services	no.	442	403	199	146	356
Number of services						
Child care services						
Long day care	no.	549	538	561	583	625
Family day care	no.	753	782	847	37	57
Vacation care	no.	28	24	24	352	326
OSHC	no.	212	242	308	319	371
Occasional care	no.	26	25	25	na	na
Other care	no.	na	na	na	13	19
Preschool services						
All preschool services (b)	no.	849	875	884	892	914
All services (c)	no.	2 417	2 486	2 649	2 196	1 954
Substantiated breaches arising from complaints per service						
Child care services						
Long day care	no.	0.6	0.6	0.2	0.2	0.4
Family day care	no.	0.1	–	na	0.1	0.3
Vacation care	no.	1.6	1.5	na	0.1	0.2
OSHC	no.	0.1	0.1	0.1	0.1	0.1
Occasional care	no.	0.2	0.1	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	0.2	0.2	0.1	0.1	0.2
Proportion of substantiated breaches against which action was taken						
Child care services						
Long day care	%	100.0	100.0	100.0	100.0	100.0
Family day care	%	100.0	100.0	na	100.0	100.0
Vacation care	%	100.0	100.0	na	100.0	100.0
OSHC	%	100.0	100.0	100.0	100.0	100.0

Table 3A.86 **Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, Western Australia**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Occasional care	%	100.0	100.0	na	na	na
Other care	%	na	na	100.0	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	100.0	100.0	100.0	100.0	100.0

- (a) Complaints are not classified at the student level and are not available.
 (b) From 2013-14, preschool services include any service delivering a preschool program.
 (c) Services are included twice if they provide both child care and preschool services.

na Not available. – Nil or rounded to zero.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished); WA Child Care Licensing Unit (unpublished).

Single jurisdiction data – SA

TABLE 3A.87

Table 3A.87 **State Government real expenditure on child care and preschool services, South Australia (2013-14 dollars) (\$'000) (a), (b)**

	2009-10 (c)	2010-11	2011-12	2012-13	2013-14
Government expenditure on child care services					
Total recurrent expenditure	14 014	13 800	14 381	15 813	16 431
Net capital expenditure on child care services	13 698	4 758	4 228	16 813	11 178
Total expenditure on child care services	27 713	18 558	18 609	32 626	27 609
Government expenditure on preschool services (e), (f)					
Total recurrent expenditure (g)	108 152	112 818	122 721	136 045	136 353
Net capital expenditure on preschool services	17	3	317	3 564	4 514
Total expenditure on preschool services (g)	108 169	112 821	123 038	139 609	140 867
Government expenditure on child care and preschool services					
Total recurrent expenditure (f)	122 166	126 617	137 101	151 858	152 784
Net capital expenditure	13 716	4 761	4 546	20 377	15 692
Total expenditure	135 882	131 378	141 647	172 235	168 476

(a) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) 2009-10 expenditure includes some salaries reported as non-administrative under the recurrent expenditure classification.

(d) Data include salaries for both preschool and child care services and reflects integrated corporate wide service support.

(e) Expenditure for 2009-10 includes \$1 million of preschool repairs and maintenance.

(f) Realignment of play centres, play groups, children's centres and Learning Together at Home from preschool services to child care services from 2009-10 to 2013-14. 2012-13 expenditure has been revised since the previous Report to include expenditure funded from the National Partnership on Universal Access to Early Childhood Education (NP UAECE).

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.88

Table 3A.88 **Characteristics of State Government funded and/or provided child care, South Australia**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Places available by service type						
Child care services						
Long day care (a)	no.	90	90	100	90	90
Family day care	no.	na	na	na	na	na
Vacation care	no.	80	80	80	80	80
OSHC	no.	na	na	na	na	na
Occasional care	no.	3 620	3 500	3 470	3 490	3 000
Other child care	no.	na	na	na	na	na
All child care places	no.	3 790	3 670	3 650	3 660	3 170
Average attendance						
Child care services						
Long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
OSHC	hrs	na	na	na	na	na
Occasional care	hrs	3.0	3.0	3.0	3.0	3.0
Other child care	hrs	na	na	na	na	na

(a) Long day care services are Rural Care Centres in SA.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.89

Table 3A.89 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, South Australia**

	Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	270	250	310	290	440
2 to less than 4 years (2–3 year olds)	no.	2 120	2 060	2 520	2 320	2 420
4 to less than 5 years (4 year olds)	no.	80	80	90	140	570
5 to less than 6 years (5 year olds)	no.	50	50	60	70	70
6 to 12 years old (6–12 year olds)	no.	40	40	40	40	40
All children aged 0–12 years	no.	2 560	2 480	3 020	2 860	3 540
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	19 653	19 374	19 632	20 220	20 263
1 to less than 2 years (1 year olds)	no.	19 612	19 642	19 458	19 930	20 036
2 to less than 3 years (2 year olds)	no.	19 337	19 635	19 679	19 635	20 004
3 to less than 4 years (3 year olds)	no.	19 066	19 423	19 735	19 854	19 817
4 to less than 5 years (4 year olds)	no.	18 810	19 275	19 584	19 879	20 058
5 to less than 6 years (5 year olds)	no.	18 636	19 067	19 476	19 752	20 072
6 to 12 years old (6–12 year olds)	no.	134 004	133 974	134 307	134 995	136 163
All children aged 0–12 years	no.	249 118	250 390	251 871	254 265	256 413
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	2.2	2.1	2.5	2.4	2.9
6 to 12 years	%	–	–	–	–	–
All children aged 0–12 years	%	1.0	1.0	1.2	1.1	1.4

– Nil or rounded to zero.

Source: SA Department for Education and Child Development (unpublished); ABS (unpublished), *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.90

Table 3A.90 **Staff employed by State Government funded and/or provided child care and preschool services, South Australia**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services						
Full time equivalent staff						
Primary contact staff	FTE	990	1 050	1 060	1 190	1 220
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	990	1 050	1 060	1 190	1 220
Total paid staff (full time and part time)						
Primary contact staff	no.	1 590	1 670	1 690	1 840	1 880
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	1 590	1 670	1 690	1 840	1 880

FTE = full time equivalent.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.91

Table 3A.91 **Paid staff employed by State Government funded and/or provided child care and preschool services, by qualification and experience, South Australia**

	<i>Unit</i>	2009-10	2010-11	2011-12	2012-13	2013-14
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training (a)	no.	na	na	na	na	203
Proportion of primary contact staff	%	na	na	na	na	10.8
All paid staff in preschool services	no.	1 590	1 670	1 690	1 840	1 880

(a) The SA Government introduced a new program in 2013-14.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.92

Table 3A.92 **NQF approved and State Government licensed or registered services, by service type and management type, South Australia (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care services										
Long day care										
Community	147	43.0	190	54.6	188	53.7	na	na	155	48.7
Private	182	53.2	145	41.7	148	42.3	na	na	134	42.1
Non-government school	na	na	na	na	na	na	na	na	18	5.7
Government	13	3.8	13	3.7	14	4.0	na	na	11	3.5
Total	342	100.0	348	100.0	350	100.0	na	na	318	100.0
Family day care										
Community	na	na	na	na	na	na	na	na	..	..
Private	na	na	na	na	na	na	na	na	22	64.7
Non-government school	na	na	na	na	na	na	na	na	..	..
Government	13	100.0	12	100.0	12	100.0	12	100.0	12	35.3
Total	13	100.0	12	100.0	12	100.0	12	100.0	34	100.0
Vacation care										
Community	1	100.0	1	100.0	1	100.0	1	100.0	194	68.8
Private	na	na	na	na	na	na	na	na	28	9.9
Non-government school	na	na	na	na	na	na	na	na	60	21.3
Government	na	na	na	na	na	na	na	na	–	–
Total	1	100.0	1	100.0	1	100.0	1	100.0	282	100.0
OSHC										
Community	na	na	na	na	na	na	na	na	224	62.6
Private	na	na	na	na	na	na	na	na	50	14.0
Non-government school	na	na	na	na	na	na	na	na	84	23.5
Government	na	na	na	na	na	na	na	na	–	–
Total	na	na	na	na	na	na	na	na	358	100.0
Occasional care										
Community	na	na	na	na	na	na	na	na	5	5.3
Private	na	na	na	na	na	na	na	na	1	1.1
Non-government school	na	na	na	na	na	na	na	na	1	1.1
Government (d)	86	100.0	86	100.0	87	100.0	86	100.0	87	92.6
Total	86	100.0	86	100.0	87	100.0	86	100.0	94	100.0
Other care (e)										
Community	na	na	na	na	na	na	na	na	10	18.2
Private	na	na	na	na	na	na	na	na	9	16.4
Non-government school	na	na	na	na	na	na	na	na	na	na
Government	na	na	na	na	na	na	na	na	36	65.5
Total	na	na	na	na	na	na	na	na	55	100.0
Total child care services										
Community	148	33.5	191	42.7	189	42.0	1	1.0	400	48.0

Table 3A.92 **NQF approved and State Government licensed or registered services, by service type and management type, South Australia (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
Private	182	41.2	145	32.4	148	32.9	na	na	215	25.8
Non-government school	–	–	–	–	–	–	na	na	100	12.0
Government	112	25.3	111	24.8	113	25.1	98	99.0	118	14.2
Total (f)	442	100.0	447	100.0	450	100.0	99	100.0	833	100.0
Preschool services (g)										
Community	20	4.5	20	4.5	19	4.3	19	4.3	12	2.7
Private	na	na	na	na	na	na	na	na	6	1.4
Non-government school	na	na	na	na	na	na	na	na	35	7.9
Government	425	95.5	428	95.5	422	95.7	423	95.7	389	88.0
Total	445	100.0	448	100.0	441	100.0	442	100.0	442	100.0

- (a) Data are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF).
- (b) The counting rule changed from 2013-14 to report each service (i.e. individual location or establishment) by each service type it provides. For example, a long day care service which provides long day care and occasional care is counted as both a long day care service type and occasional care service type. Care should be taken when comparing data for 2013-14 with previous years.
- (c) Data on NQF approved services are sourced from the NQAITS and provided by ACECQA to jurisdictions to compile final total estimates of all NQF approved services and State and Territory licensed or registered services. Data are reported as at 30 June.
- (d) The SA Government provides these occasional care services with preschool.
- (e) Other care data from 2013-14 include mobile care and in home care services that hold a service approval. Data also include 14 SA Government funded playcentres which were reported as preschool services prior to 2013-14.
- (f) Total child care services is the total number of individual services, not the total number of service types provided by those services. As a result of some services having multiple service types, total child care services may not equal the breakdown by child care service types. For example, a child care centre which delivers OSHC and vacation care is counted separately by service type, but only once in total child care services.
- (g) The counting rule for preschool services changed from 2013-14. Preschool services now includes any long day care centres or other types of child care services which also deliver a preschool service (i.e. a preschool program). This is in addition to stand-alone preschools and preschool services attached to a school.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: SA Department for Education and Child Development (unpublished); ACECQA NQAITS (unpublished).

TABLE 3A.93

Table 3A.93 Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, South Australia

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Substantiated breaches arising from complaints						
Child care services						
Long day care	no.	na	na	na	na	28
Family day care	no.	na	na	na	na	2
Vacation care	no.	na	na	na	na	4
OSHC	no.	na	na	na	na	5
Occasional care	no.	na	na	na	na	2
Other care	no.	na	na	na	na	–
Preschool services						
All preschool services	no.	na	na	na	na	2
All services	no.	na	na	na	na	43
Number of services						
Child care services						
Long day care	no.	342	348	350	na	318
Family day care	no.	13	12	12	12	34
Vacation care	no.	1	1	1	1	282
OSHC	no.	na	na	na	na	358
Occasional care	no.	86	86	87	86	94
Other care	no.	na	na	na	na	55
Preschool services						
All preschool services (a)	no.	445	448	441	442	442
All services (b)	no.	887	895	891	541	1 275
Substantiated breaches arising from complaints per service						
Child care services						
Long day care	no.	na	na	na	na	0.1
Family day care	no.	na	na	na	na	0.1
Vacation care	no.	na	na	na	na	–
OSHC	no.	na	na	na	na	–
Occasional care	no.	na	na	na	na	–
Other care	no.	na	na	na	na	–
Preschool services						
All preschool services	no.	na	na	na	na	–
All services	no.	na	na	na	na	–
Proportion of substantiated breaches against which action was taken						
Child care services						
Long day care	%	na	na	na	na	100.0
Family day care	%	na	na	na	na	100.0
Vacation care	%	na	na	na	na	100.0
OSHC	%	na	na	na	na	100.0
Occasional care	%	na	na	na	na	100.0

Table 3A.93 **Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, South Australia**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	100.0
All services	%	na	na	na	na	100.0

(a) From 2013-14, preschool services include any service delivering a preschool program.

(b) Services are included twice if they provide both child care and preschool services.

na Not available. – Nil or rounded to zero.

Source: SA Department for Education and Child Development (unpublished).

Single jurisdiction data – Tas

TABLE 3A.94

Table 3A.94 **State Government real expenditure on child care and preschool services, Tasmania (2013-14 dollars) (\$'000) (a), (b)**

	2009-10	2010-11	2011-12	2012-13	2013-14
Government expenditure on child care services					
Total recurrent expenditure (c)	2 220	2 185	2 055	2 656	2 759
Net capital expenditure on child care services (d)	186	238	779	147	149
Total expenditure on child care services	2 405	2 424	2 834	2 803	2 908
Government expenditure on preschool services					
Total recurrent expenditure (e)	29 240	32 217	37 551	40 070	43 069
Net capital expenditure on preschool services	na	na	na	na	na
Total expenditure on preschool services	29 240	32 217	37 551	40 070	43 069
Government expenditure on child care and preschool services					
Total recurrent expenditure (c)	31 460	34 403	39 606	42 726	45 828
Net capital expenditure	186	238	779	147	149
Total expenditure	31 646	34 641	40 385	42 873	45 977

(a) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) Data for 2011-12 and 2012-13 have been revised since the previous Report.

(d) 2011-12 capital expenditure included funding for a new service, and is therefore higher than in other years.

(e) Includes teacher salaries as all government preschools have teachers employed by the State Government. Also includes funding for non-government preschools.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.95

Table 3A.95 **Characteristics of State Government funded and/or provided child care services, Tasmania**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Places available by service type						
Child care services						
Long day care	no.	..	..	..	..	..
Family day care	no.	..	..	..	..	..
Vacation care (a)	no.	45	50	50	50	50
OSHC	no.	..	..	..	..	..
Occasional care (b)	no.	417	412	335	339	302
Other child care	no.	..	..	..	..	..
All child care places	no.	462	462	385	389	352
Average attendance						
Child care services						
Long day care	hrs	..	..	..	..	..
Family day care	hrs	..	..	..	..	..
Vacation care	hrs	15.0	12.0	21.0	16.0	11.0
OSHC	hrs	..	..	..	..	..
Occasional care	hrs	5.6	5.8	5.0	5.6	5.0
Other child care	hrs	..	..	..	..	..

(a) 2012-13 data for two of the four State funded vacation care services are not included, as they are not open during the data collection period. These two services are only open during the Christmas vacation period. In 2009-10, 30 of the 45 places were funded. In 2010-11, 2011-12 and 2012-13, 30 of the 50 places were funded.

(b) In 2009-10, 329 of the 417 places are funded. In 2010-11 298 of the 412 places were funded. In 2011-12, 245 of the 335 were funded. In 2012-13, 233 of the 339 places were funded. In 2013-14, 221 of the 302 places were funded.

.. Not applicable.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.96

Table 3A.96 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Tasmania (a)**

	<i>Unit</i>	2009-10	2010-11	2011-12	2012-13	2013-14
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	27	22	1	1	–
2 to less than 4 years (2–3 year olds)	no.	299	252	208	198	167
4 to less than 5 years (4 year olds)	no.	282	284	238	157	201
5 to less than 6 years (5 year olds)	no.	36	42	29	7	14
6 to 12 years old (6–12 year olds)	no.	54	86	63	22	77
All children aged 0–12 years	no.	698	686	539	389	459
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	6 608	6 219	6 279	6 173	6 084
1 to less than 2 years (1 year olds)	no.	6 590	6 444	6 222	6 259	6 179
2 to less than 3 years (2 year olds)	no.	6 549	6 543	6 383	6 210	6 294
3 to less than 4 years (3 year olds)	no.	6 477	6 496	6 495	6 355	6 237
4 to less than 5 years (4 year olds)	no.	6 320	6 443	6 448	6 472	6 397
5 to less than 6 years (5 year olds)	no.	6 097	6 336	6 411	6 434	6 510
6 to 12 years old (6–12 year olds)	no.	44 623	44 420	44 148	43 855	43 986
All children aged 0–12 years	no.	83 264	82 901	82 386	81 758	81 687
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	1.7	1.6	1.2	1.0	1.0
6 to 12 years	%	0.1	0.2	0.1	0.1	0.2
All children aged 0–12 years	%	0.8	0.8	0.7	0.5	0.6

(a) Data include information from specific survey months on children in vacation care. Some vacation care services were closed in the survey periods. Therefore the figures for 6–12 year olds would be higher if the statistics were taken at a different holiday period.

– Nil or rounded to zero.

Source: Tasmanian Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.97

Table 3A.97 **Staff employed by State Government funded and/or provided child care and preschool services, Tasmania**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	25	29	12	12	12
Administrative staff	FTE	1	2	1	1	1
Other staff	FTE	1	1	1	–	–
All FTE staff	FTE	27	32	14	13	13
Family day carers						
Employed as employees	FTE	na	na	na	na	..
Employed as contractors	FTE	na	na	na	na	..
All family day carers	FTE	na	na	na	na	..
Total paid staff						
Primary contact staff	no.	71	68	48	45	31
Administrative staff	no.	10	8	7	7	6
Other staff	no.	4	5	3	3	3
All paid staff	no.	85	81	58	55	40
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (a)						
Full time equivalent staff						
Primary contact staff	FTE	200	226	247	437	na
Administrative staff	FTE	21	22	13	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	221	248	260	437	na
Total paid staff (full time and part time)						
Primary contact staff	no.	na	na	na	921	1 125
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	921	1 125

FTE = full time equivalent.

(a) Since 2012-13, data include government and non-government funded preschools. Prior to 2012-13, data only include government staff.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.98

Table 3A.98 Paid staff employed by State Government funded and/or provided child care and preschool services, by qualification and experience, Tasmania

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	38	35	38	30	31
Without a formal qualification						
Three years or more relevant experience	no.	24	22	12	14	6
Fewer than 3 years relevant experience	no.	9	11	4	1	3
All staff without formal qualification	no.	33	33	16	15	9
All primary contact staff	no.	71	68	54	45	40
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	53.5	51.5	70.4	66.7	77.5
Without a formal qualification						
Three years or more relevant experience	%	33.8	32.4	22.2	31.1	15.0
Fewer than 3 years relevant experience	%	12.7	16.2	7.4	2.2	7.5
All staff without formal qualification	%	46.5	48.5	29.6	33.3	22.5
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	50	60	40	39	32
Proportion of primary contact staff	%	70.4	88.2	74.1	86.7	80.0
All paid staff in child care services	no.	85	81	58	55	40
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in preschool services	no.	na	na	na	921	1 125

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.99

Table 3A.99 **NQF approved and State Government licensed or registered services, by service type and management type, Tasmania (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care services										
Long day care										
Community	49	42.2	56	44.4	53	47.3	59	51.8	61	53.0
Private	43	37.1	45	35.7	35	31.3	34	29.8	33	28.7
Non-government school	6	5.2	6	4.8	6	5.4	6	5.3	7	6.1
Government	18	15.5	19	15.1	18	16.1	15	13.2	14	12.2
Total	116	100.0	126	100.0	112	100.0	114	100.0	115	100.0
Family day care										
Community	4	36.4	4	36.4	5	38.5	5	38.5	5	41.7
Private	2	18.2	2	18.2	3	23.1	3	23.1	4	33.3
Non-government school	–	–	–	–	–	–	–	–	–	–
Government	5	45.5	5	45.5	5	38.5	5	38.5	3	25.0
Total	11	100.0	11	100.0	13	100.0	13	100.0	12	100.0
Vacation care										
Community	45	42.1	50	47.6	–	–	–	–	58	53.2
Private	38	35.5	35	33.3	–	–	–	–	28	25.7
Non-government school	9	8.4	6	5.7	–	–	–	–	8	7.3
Government	15	14.0	14	13.3	–	–	–	–	15	13.8
Total	107	100.0	105	100.0	–	–	–	–	109	100.0
OSHC										
Community	58	41.4	65	47.4	59	60.2	56	58.3	72	53.7
Private	49	35.0	44	32.1	17	17.3	18	18.8	32	23.9
Non-government school	9	6.4	8	5.8	3	3.1	3	3.1	8	6.0
Government	24	17.1	20	14.6	19	19.4	19	19.8	22	16.4
Total	140	100.0	137	100.0	98	100.0	96	100.0	134	100.0
Occasional care										
Community	32	80.0	25	83.3	27	77.1	28	82.4	22	78.6
Private	4	10.0	1	3.3	2	5.7	2	5.9	2	7.1
Non-government school	2	5.0	3	10.0	1	2.9	1	2.9	2	7.1
Government	2	5.0	1	3.3	5	14.3	3	8.8	2	7.1
Total	40	100.0	30	100.0	35	100.0	34	100.0	28	100.0
Other care										
Community	2	100.0	–	–	4	100.0	3	100.0	2	100.0
Private	–	–	–	–	–	–	–	–	–	–
Non-government school	–	–	–	–	–	–	–	–	–	–
Government	–	–	–	–	–	–	–	–	–	–
Total	2	100.0	–	–	4	100.0	3	100.0	2	100.0
Total child care services										
Community	190	45.7	200	48.9	148	56.5	151	58.1	154	59.7

TABLE 3A.99

Table 3A.99 **NQF approved and State Government licensed or registered services, by service type and management type, Tasmania (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
Private	136	32.7	127	31.1	57	21.8	57	21.9	57	22.1
Non-government school	26	6.3	23	5.6	10	3.8	10	3.8	9	3.5
Government	64	15.4	59	14.4	47	17.9	42	16.2	38	14.7
Total (d)	416	100.0	409	100.0	262	100.0	260	100.0	258	100.0
Preschool services (e)										
Community	–	–	–	–	na	na	na	na	–	–
Private	–	–	–	–	na	na	na	na	–	–
Non-government school	62	27.4	60	27.0	61	28.0	60	27.3	58	26.9
Government	164	72.6	162	73.0	157	72.0	160	72.7	158	73.1
Total	226	100.0	222	100.0	218	100.0	220	100.0	216	100.0

- (a) Data are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF).
- (b) The counting rule changed from 2013-14 to report each service (i.e. individual location or establishment) by each service type it provides. For example, a long day care service which provides long day care and occasional care is counted as both a long day care service type and occasional care service type. Care should be taken when comparing data for 2013-14 with previous years.
- (c) Data on NQF approved services are sourced from the NQAITS and provided by ACECQA to jurisdictions to compile final total estimates of all NQF approved services and State and Territory licensed or registered services. Data are reported as at 30 June.
- (d) Total child care services is the total number of individual services, not the total number of service types provided by those services. As a result of some services having multiple service types, total child care services may not equal the breakdown by child care service types. For example, a child care centre which delivers OSHC and vacation care is counted separately by service type, but only once in total child care services.
- (e) The counting rule for preschool services changed from 2013-14. Preschool services now includes any long day care centres or other types of child care services which also deliver a preschool service (i.e. a preschool program). This is in addition to stand-alone preschools and preschool services attached to a school. Data for preschool services are for August 2013.

na Not available. – Nil or rounded to zero.

Source: Tasmanian Department of Education (unpublished); ACECQA NQAITS (unpublished).

TABLE 3A.100

Table 3A.100 **Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, Tasmania**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Substantiated breaches arising from complaints						
Child care services						
Long day care (a)	no.	2	14	11	5	3
Family day care	no.	1	1	2	–	–
Vacation care	no.	4	na	na	–	–
OSHC	no.	1	4	na	–	–
Occasional care	no.	1	na	na	–	–
Other care	no.	–	–	na	–	–
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	9	19	13	5	3
Number of services						
Child care services (b)						
Long day care	no.	116	126	112	114	115
Family day care	no.	11	11	13	13	12
Vacation care	no.	107	105	–	–	109
OSHC	no.	140	137	98	96	134
Occasional care	no.	40	30	35	34	28
Other care	no.	2	–	4	3	2
Preschool services						
All preschool services (b)	no.	226	222	218	220	216
All services (c)	no.	642	631	480	480	474
Substantiated breaches arising from complaints per service						
Child care services						
Long day care	no.	–	0.1	0.1	–	–
Family day care	no.	0.1	0.1	0.2	–	–
Vacation care	no.	–	na	na	–	–
OSHC	no.	–	–	na	–	–
Occasional care	no.	–	na	na	–	–
Other care	no.	–	–	na	–	–
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	–	–	–	–	–
Proportion of substantiated breaches against which action was taken (d)						
Child care services						
Long day care	%	100.0	57.1	90.9	100.0	100.0
Family day care	%	100.0	100.0	100.0	na	na
Vacation care	%	na	na	na	na	na
OSHC	%	–	50.0	na	na	na
Occasional care	%	100.0	na	na	na	na

Table 3A.100 Substantiated breaches arising from complaints about NQF approved and State Government licensed or registered services, Tasmania

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	44.4	68.4	92.3	100.0	100.0

- (a) Due to the transition to NQF and the associated IT system, there may be some minor undercounting of data.
- (b) The counting rule for child care services and preschool services changed from 2013-14. Services are now reported for each service type delivered e.g. a child care service delivering an OSHC service and a vacation care service is counted under both service types from 2013-14. Also, if child care services such as a long day care centres also deliver a preschool service they are counted as both a long day care child care service and a preschool service.
- (c) Services are included twice if they provide both child care and preschool services. Services which deliver more than one child care service type are only included once in all services.
- (d) Further action was not taken against the remaining services as the issue had been resolved prior to the investigation.

na Not available. – Nil or rounded to zero.

Source: Tasmanian Department of Education (unpublished).

Single jurisdiction data – ACT

TABLE 3A.101

Table 3A.101 **Territory Government real expenditure on child care and preschool services, Australian Capital Territory (2013-14 dollars) (\$'000) (a), (b)**

	2009-10	2010-11	2011-12	2012-13	2013-14
Government expenditure on child care services					
Total recurrent expenditure	4 705	4 970	5 388	5 235	5 742
Net capital expenditure on child care services	707	250	215	3 066	9 922
Total expenditure on child care services	5 412	5 220	5 603	8 300	15 664
Government expenditure on preschool services					
Total recurrent expenditure	23 804	23 659	26 344	28 066	29 412
Net capital expenditure on preschool services	1 114	717	10 385	20 910	2 290
Total expenditure on preschool services	24 918	24 376	36 729	48 976	31 702
Government expenditure on child care and preschool services					
Total recurrent expenditure	28 509	28 628	31 732	33 300	35 154
Net capital expenditure	1 821	967	10 600	23 976	12 212
Total expenditure	30 330	29 595	42 332	57 276	47 366

(a) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.102

Table 3A.102 **Characteristics of Territory Government licensed or registered child care services, Australian Capital Territory (a), (b)**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Places available by service type						
Child care services						
Long day care	no.	na	..	na	na	na
Family day care	no.	na	..	na	na	na
Vacation care	no.	na	..	na	na	na
OSHC	no.	na	..	na	na	na
Occasional care	no.	na	..	na	na	na
Other child care	no.	na	..	na	na	na
All child care places	no.	na	..	na	na	na
Average attendance						
Child care services						
Long day care	hrs	na	..	na	na	na
Family day care	hrs	na	..	na	na	na
Vacation care	hrs	na	..	na	na	na
OSHC	hrs	na	..	na	na	na
Occasional care	hrs	na	..	na	na	na
Other child care	hrs	na	..	na	na	na

na Not available. .. Not applicable.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

Table 3A.103 **Children aged 0–12 years using Territory Government funded and/or provided child care services, by age, Australian Capital Territory**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Children using Territory Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	..	na	na	na
2 to less than 4 years (2–3 year olds)	no.	na	..	na	na	na
4 to less than 5 years (4 year olds)	no.	na	..	na	na	na
5 to less than 6 years (5 year olds)	no.	na	..	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	..	na	na	na
All children aged 0–12 years	no.	na	..	na	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	4 955	4 934	4 912	5 343	5 572
1 to less than 2 years (1 year olds)	no.	4 712	4 957	5 056	5 136	5 332
2 to less than 3 years (2 year olds)	no.	4 588	4 733	5 016	5 141	5 211
3 to less than 4 years (3 year olds)	no.	4 626	4 619	4 802	5 099	5 151
4 to less than 5 years (4 year olds)	no.	4 525	4 643	4 646	4 896	5 120
5 to less than 6 years (5 year olds)	no.	4 362	4 554	4 679	4 718	4 924
6 to 12 years old (6–12 year olds)	no.	29 226	29 453	30 091	30 850	31 468
All children aged 0–12 years	no.	56 994	57 893	59 202	61 183	62 778
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	na	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	na	na	na	na	na

na Not available. .. Not applicable.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

Table 3A.104 Staff employed by Territory Government funded and/or provided child care and preschool services, Australian Capital Territory

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Staff in Territory Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff (a)	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Total paid staff (full time and part time)						
Primary contact staff	no.	na	na	na	na	na
Administrative staff (a)	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na

FTE = Full time equivalent: 38 hours per week for child care services and 36.45 hours per week for preschool services.

(a) Administrative staff are employed through ACT Government primary schools.

na Not available.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

Table 3A.105 Paid staff employed by Territory Government funded and/or provided child care and preschool services, by qualification and experience, Australian Capital Territory

	<i>Unit</i>	2009-10	2010-11	2011-12	2012-13	2013-14
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	123	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in preschool services	no.	na	na	na	na	na

na Not available.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.106

Table 3A.106 **NQF approved and Territory Government licensed or registered services, by service type and management type, Australian Capital Territory (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care services										
Long day care										
Community (d)	79	65.3	83	66.4	74	58.3	79	69.9	81	69.8
Private	38	31.4	35	28.0	42	33.1	32	28.3	33	28.4
Non-government school	4	3.3	7	5.6	11	8.7	1	0.9	1	0.9
Government	na	na	na	na	na	na	1	0.9	1	0.9
Total	121	100.0	125	100.0	127	100.0	113	100.0	116	100.0
Family day care										
Community (d)	5	100.0	5	100.0	4	100.0	4	50.0	4	44.4
Private	na	na	na	na	na	na	4	50.0	5	55.6
Non-government school	na	na	na	na	na	na	–	–	–	–
Government	na	na	na	na	na	na	–	–	–	–
Total	5	100.0	5	100.0	4	100.0	8	100.0	9	100.0
Vacation care (e)										
Community (d)	24	61.5	24	61.5	41	78.8	6	50.0	37	63.8
Private	6	15.4	6	15.4	6	11.5	5	41.7	8	13.8
Non-government school	9	23.1	9	23.1	5	9.6	na	na	13	22.4
Government	na	na	na	na	na	na	1	8.3	–	–
Total	39	100.0	39	100.0	52	100.0	12	100.0	58	100.0
OSHC (e)										
Community (d)	70	83.3	76	80.0	90	88.2	68	75.6	67	77.0
Private	5	6.0	10	10.5	7	6.9	11	12.2	9	10.3
Non-government school	9	10.7	9	9.5	5	4.9	11	12.2	11	12.6
Government	na	na	na	na	na	na	–	–	–	–
Total	84	100.0	95	100.0	102	100.0	90	100.0	87	100.0
Occasional care (f)										
Community (d)	na	na	na	na	2	100.0	2	100.0	1	100.0
Private	na	na	na	na	na	na	–	–	–	–
Non-government school	na	na	na	na	na	na	na	na	–	–
Government	na	na	na	na	na	na	–	–	–	–
Total	na	na	na	na	2	100.0	2	na	1	100.0
Other care										
Community (d)	17	89.5	16	88.9	16	88.9	13	86.7	13	86.7
Private	2	10.5	2	11.1	2	11.1	2	13.3	2	13.3
Non-government school	na	na	na	na	na	na	na	na	–	–
Government	na	na	na	na	na	na	–	–	–	–
Total	19	100.0	18	100.0	18	100.0	15	100.0	15	100.0
Total child care services										
Community (d)	195	72.8	204	72.3	227	74.4	172	72.3	172	72.0

Table 3A.106 NQF approved and Territory Government licensed or registered services, by service type and management type, Australian Capital Territory (a), (b), (c)

	2009-10		2010-11		2011-12		2012-13		2013-14	
Private	51	19.0	53	18.8	57	18.7	54	22.7	54	22.6
Non-government school	22	8.2	25	8.9	21	6.9	12	5.0	12	5.0
Government	–	–	–	–	–	–	–	–	1	0.4
Total (g)	268	100.0	282	100.0	305	100.0	238	100.0	239	100.0
Preschool services (h)										
Community (d)	na	na	na	na	na	na	–	–	na	na
Private	na	na	na	na	na	na	–	–	na	na
Non-government school	9	13.0	9	13.0	15	19.2	17	18.1	19	19.8
Government (i)	60	87.0	61	88.4	63	80.8	77	81.9	77	80.2
Total	69	100.0	69	100.0	78	100.0	94	100.0	96	100.0

- (a) Data are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF).
- (b) The counting rule changed from 2013-14 to report each service (i.e. individual location or establishment) by each service type it provides. For example, a long day care service which provides long day care and occasional care is counted as both a long day care service type and occasional care service type. Care should be taken when comparing data for 2013-14 with previous years.
- (c) Data on NQF approved services are sourced from the NQAITS and provided by ACECQA to jurisdictions to compile final total estimates of all NQF approved services and State and Territory licensed or registered services. Data are reported as at 30 June.
- (d) Includes not-for-profit services provided by parents.
- (e) The ACT licenses school age care services that may provide one, two or three components of care including vacation care, before school hours care, and after school hours care.
- (f) In the ACT, occasional care places exist with centre-based long day care.
- (g) Total child care services is the total number of individual services, not the total number of service types provided by those services. As a result of some services having multiple service types, total child care services may not equal the breakdown by child care service types. For example, a child care centre which delivers OSHC and vacation care is counted separately by service type, but only once in total child care services.
- (h) Data are the number of government and non-government managed preschool services (excludes community and privately managed preschool services which are not available to be reported). Also, excludes long day care services which also deliver a preschool service (i.e. a preschool program) which are not able to be reported.
- (i) Data are the number of ACT government primary schools that offer a preschool program. Several schools offer more than one program.

na Not available. – Nil or rounded to zero.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished); ACECQA NQAITS (unpublished).

TABLE 3A.107

Table 3A.107 Substantiated breaches arising from complaints about NQF approved and Territory Government licensed or registered services, Australian Capital Territory

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Substantiated breaches arising from complaints						
Child care services						
Long day care	no.	16	17	12	14	16
Family day care	no.	–	1	1	–	1
Vacation care	no.	–	..	–	–	–
OSHC	no.	4	3	1	1	–
Occasional care	no.	–	..	na	–	–
Other care	no.	–	1	na	–	–
Preschool services						
All preschool services	no.	–	..	na	–	1
All services	no.	20	22	14	15	18
Number of services						
Child care services						
Long day care	no.	121	125	127	113	116
Family day care	no.	5	5	4	8	9
Vacation care	no.	39	39	52	12	58
OSHC	no.	84	95	102	90	87
Occasional care	no.	na	na	2	2	1
Other care	no.	19	18	18	15	15
Preschool services (a)						
All preschool services	no.	69	69	78	94	96
All services	no.	337	351	383	332	335
Substantiated breaches arising from complaints per service						
Child care services						
Long day care	no.	0.1	0.1	0.1	0.1	0.1
Family day care	no.	–	0.2	0.3	–	0.1
Vacation care	no.	–	na	–	–	–
OSHC	no.	–	–	–	–	–
Occasional care	no.	–	na	na	–	–
Other care	no.	–	0.1	na	–	–
Preschool services						
All preschool services	no.	–	na	na	–	–
All services	no.	0.1	0.1	–	–	0.1
Proportion of substantiated breaches against which action was taken						
Child care services						
Long day care	%	100.0	100.0	100.0	100.0	93.8
Family day care	%	na	100.0	100.0	na	100.0
Vacation care	%	na	na	na	na	na
OSHC	%	100.0	100.0	100.0	100.0	na

Table 3A.107 **Substantiated breaches arising from complaints about NQF approved and Territory Government licensed or registered services, Australian Capital Territory**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Occasional care	%	na	na	na	na	na
Other care	%	na	100.0	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	100.0
All services	%	100.0	100.0	100.0	100.0	94.4

(a) Data are the number of government and non-government managed preschool services (excludes community and privately managed preschool services which are not available to be reported).

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

Single jurisdiction data – NT

Table 3A.108 Territory Government real expenditure on child care and preschool services, Northern Territory (2013-14 dollars) (\$'000) (a), (b)

	2009-10	2010-11	2011-12	2012-13	2013-14
Government expenditure on child care services					
Total recurrent expenditure (c)	5 219	13 026	16 174	16 419	16 685
Net capital expenditure on child care services (d)	5 072	1 820	472	2 004	22 754
Total expenditure on child care services	10 291	14 847	16 646	18 423	39 439
Government expenditure on preschool services					
Total recurrent expenditure	32 573	33 265	34 713	38 480	37 646
Net capital expenditure on preschool services	na	na	na	na	na
Total expenditure on preschool services	32 573	33 265	34 713	38 480	37 646
Government expenditure on child care and preschool services					
Total recurrent expenditure	37 791	46 291	50 887	54 898	54 331
Net capital expenditure (d)	5 072	1 820	472	2 004	22 754
Total expenditure	42 863	48 111	51 359	56 903	77 085

(a) Time series financial data are adjusted to 2013-14 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2013-14 = 100) (table 2A.51). See Chapter 2 (section 2.5-6) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) Includes expenditure on legislation development. Corporate costs can be apportioned using the Department's pre-determined formula, and non-salary administrative expenditure has not been included in the figures.

(d) The increase in 2013-14 relates to the construction of Child and Family Centres under the Indigenous Early Childhood Development-Child and Family Centres Agreement. The centres are located at Maningrida, Ngukurr, Gunbalanya and Yuendumu.

na Not available.

Source: NT Department of Education (unpublished).

Table 3A.109 Characteristics of Territory Government funded and/or provided child care services, Northern Territory (a)

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Places available by service type						
Child care services						
Long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
OSHC	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other child care	no.	109	52	52	52	na
All child care places	no.	109	52	52	52	na
Average attendance						
Child care services						
Long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
OSHC	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

(a) Other child care included 3 year old kindergarten until 2013-14. These services are not Territory Government funded or provided.

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.110

Table 3A.110 **Children aged 0–12 years using Territory Government funded and/or provided child care services, by age, Northern Territory (a)**

	Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	na	na	na	na
2 to less than 4 years (2–3 year olds)	no.	na	na	na	na	na
4 to less than 5 years (4 year olds)	no.	na	na	na	na	na
5 to less than 6 years (5 year olds)	no.	na	na	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	na	na	na
All children aged 0–12 years	no.	na	na	na	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	3 791	3 658	3 670	3 922	3 910
1 to less than 2 years (1 year olds)	no.	3 804	3 783	3 711	3 789	3 972
2 to less than 3 years (2 year olds)	no.	3 732	3 734	3 737	3 679	3 775
3 to less than 4 years (3 year olds)	no.	3 683	3 668	3 688	3 695	3 695
4 to less than 5 years (4 year olds)	no.	3 616	3 646	3 646	3 664	3 684
5 to less than 6 years (5 year olds)	no.	3 498	3 615	3 631	3 619	3 659
6 to 12 years old (6–12 year olds)	no.	24 008	23 921	24 135	24 402	24 502
All children aged 0–12 years	no.	46 132	46 025	46 218	46 770	47 197
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	na	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	na	na	na	na	na

na Not available.

Source: NT Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

Table 3A.111 Staff employed by Territory Government funded and/or provided child care and preschool services, Northern Territory

	Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Staff in Territory Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in Territory Government funded and/or provided preschool services (a)						
Full time equivalent staff						
Primary contact staff (b)	FTE	213	223	240	275	246
Administrative staff (c)	FTE	12	12	12	13	12
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	225	235	252	288	258
Total paid staff (full time and part time)						
Primary contact staff (b)	no.	255	264	294	339	306
Administrative staff (c)	no.	121	120	121	127	121
Other staff	no.	na	na	na	na	na
All paid staff	no.	376	384	415	466	427

FTE = full time equivalent.

(a) Data include remote Catholic preschools funded by the NT government. All other non-government preschools are excluded.

(b) Includes preschool teachers, preschool teacher aides and preschool assistant teachers.

(c) Includes preschool principals. Data are based on the number of schools delivering preschool services multiplied by FTE 0.1 (remainder are included in Primary and Secondary schooling).

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.112

Table 3A.112 Paid staff employed by Territory Government funded and/or provided child care and preschool services, by qualification and experience, Northern Territory (a)

		Unit	2009-10	2010-11	2011-12	2012-13	2013-14
Primary contact staff in child care services							
Primary contact staff by qualification and experience							
With a formal qualification	no.	na	na	na	na	na	na
Without a formal qualification							
Three years or more relevant experience	no.	na	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na	na
Proportion of primary contact staff by qualification and experience							
With a formal qualification	%	na	na	na	na	na	na
Without a formal qualification							
Three years or more relevant experience	%	na	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.	na	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na	na
Primary contact staff in preschool services							
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.	na	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na	na
All paid staff in preschool services	no.	376	384	415	466	427	

(a) The NT is not able to disaggregate data by qualifications or experience.

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.113

Table 3A.113 **NQF approved and Territory Government licensed or registered services, by service type and management type, Northern Territory (a), (b), (c)**

	2009-10		2010-11		2011-12		2012-13		2013-14	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care services										
Long day care										
Community (d)	55	67.9	51	65.4	44	60.3	47	65.3	47	63.5
Private	16	19.8	16	20.5	17	23.3	15	20.8	16	21.6
Non-government school	10	12.3	11	14.1	12	16.4	10	13.9	11	14.9
Government	na	na	na	na	na	na	na	na	na	na
Total (e)	81	100.0	78	100.0	73	100.0	72	100.0	74	100.0
Family day care										
Community	na	na	na	na	na	na	1	50.0	3	60.0
Private	na	na	na	na	na	na	1	50.0	2	40.0
Non-government school	na	na	na	na	na	na	na	na	na	na
Government	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	2	100.0	5	100.0
Vacation care										
Community	na	na	na	na	na	na	na	na	24	63.2
Private	na	na	na	na	na	na	na	na	9	23.7
Non-government school	na	na	na	na	na	na	na	na	5	13.2
Government	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	38	100.0
OSHC										
Community	na	na	na	na	na	na	25	59.5	27	58.7
Private	na	na	na	na	na	na	9	21.4	11	23.9
Non-government school	na	na	na	na	na	na	8	19.0	8	17.4
Government	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	42	100.0	46	100.0
Occasional care										
Community	na	na	na	na	na	na	na	na	na	na
Private	na	na	na	na	na	na	na	na	na	na
Non-government school	na	na	na	na	na	na	na	na	na	na
Government	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na	na
Other care (f)										
Community	4	100.0	2	100.0	2	100.0	2	100.0	na	na
Private	na	na	na	na	na	na	na	na	na	na
Non-government school	na	na	na	na	na	na	na	na	na	na
Government	na	na	na	na	na	na	na	na	na	na
Total	4	100.0	2	100.0	2	100.0	2	100.0	na	na
Total child care services										
Community managed	59	69.4	53	66.3	46	61.3	74	62.7	77	61.6

Table 3A.113 NQF approved and Territory Government licensed or registered services, by service type and management type, Northern Territory (a), (b), (c)

	2009-10		2010-11		2011-12		2012-13		2013-14	
Privately managed	16	18.8	16	20.0	17	22.7	25	21.2	29	23.2
Non-government schools	10	11.8	11	13.8	12	16.0	18	15.3	19	15.2
Government managed	–	–	–	–	–	–	–	–	–	–
Total (g)	85	100.0	80	100.0	75	100.0	118	100.0	125	100.0
Preschool services (f), (h)										
Community	na	na	na	na	na	na	na	na	2	1.6
Private	na	na	na	na	na	na	na	na	na	na
Non-government school (i)	4	3.3	4	3.3	4	3.3	4	3.1	4	3.3
Government (j) (k)	117	96.7	116	96.7	117	96.7	123	96.9	117	95.1
Total	121	100.0	120	100.0	121	100.0	127	100.0	123	100.0

- (a) Data are the sum of services approved under the NQF and services licensed or registered by State and Territory governments (i.e. services not approved under the NQF). The NT Government is the largest provider of preschools, all of which are delivered by schools. All long day care, family day care, three year old kindergarten and OSHC services are managed by either private, community based or non-government school organisations.
- (b) The counting rule changed from 2013-14 to report each service (i.e. individual location or establishment) by each service type it provides. For example, a long day care service which provides long day care and occasional care is counted as both a long day care service type and occasional care service type. Care should be taken when comparing data for 2013-14 with previous years.
- (c) Data on NQF approved services are sourced from the NQAITS and provided by ACECQA to jurisdictions to compile final total estimates of all NQF approved services and State and Territory licensed or registered services. Data are reported as at 30 June.
- (d) The decrease in 2011-12 in the number of long day care services is due to the exclusion of budget based funded services that were deemed out-of-scope from January 2012.
- (e) Long day care data have been revised since the previous Report to move one long day care service from government managed in 2012-13 to community managed from 2013-14. The particular long day care service is operated by a school council and considered a community based organisation.
- (f) Due to a clarification of the counting rules for the Report, from 2013-14 three year old kindergarten is reported as a preschool service, rather than a child care other care service type.
- (g) Total child care services is the total number of individual services, not the total number of service types provided by those services. As a result of some services having multiple service types, total child care services may not equal the breakdown by child care service types. For example, a child care centre which delivers OSHC and vacation care is counted separately by service type, but only once in total child care services.
- (h) The counting rule for preschool services changed from 2013-14. Preschool services now includes any long day care centres or other types of child care services which also deliver a preschool service (i.e. a preschool program). This is in addition to stand-alone preschools and preschool services attached to a school. Preschool education is directly provided by the NT Department of Education and Children's Services but a number of management functions are devolved to school councils and preschool parent management committees.
- (i) Includes remote Catholic preschools funded by the NT government.
- (j) In 2009-10, Catholic Remote schools were reclassified from privately managed to non-government schools.
- (k) Satellite preschool and mobile preschools (where they operate from a hub school) are counted as part of the hub school.

Table 3A.113 **NQF approved and Territory Government licensed or registered services, by service type and management type, Northern Territory (a), (b), (c)**

	2009-10	2010-11	2011-12	2012-13	2013-14
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na Not available. – Nil or rounded to zero.

Source: NT Department of Education (unpublished); ACECQA NQAITS (unpublished).

TABLE 3A.114

Table 3A.114 **Substantiated breaches arising from complaints about NQF approved and Territory Government licensed or registered services, Northern Territory**

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Substantiated breaches arising from complaints (a)						
Child care services						
Long day care	no.	23	3	13	15	40
Family day care	no.	na	na	na	1	–
Vacation care	no.	na	na	na	na	–
OSHC	no.	na	na	na	–	3
Occasional care	no.	na	na	na	na	–
Other care	no.	na	na	na	–	–
Preschool services						
All preschool services	no.	na	na	na	–	–
All services	no.	23	3	13	16	43
Number of services						
Child care services						
Long day care	no.	81	78	73	72	74
Family day care	no.	na	na	na	2	5
Vacation care	no.	na	na	na	na	36
OSHC	no.	na	na	na	42	46
Occasional care	no.	na	na	na	na	na
Other care	no.	4	2	2	2	na
Preschool services						
All preschool services	no.	121	120	121	127	123
All services (b)	no.	206	200	196	245	248
Substantiated breaches arising from complaints per service						
Child care services						
Long day care	no.	0.3	–	0.2	0.2	0.5
Family day care	no.	na	na	na	0.5	–
Vacation care	no.	na	na	na	na	–
OSHC	no.	na	na	na	–	0.1
Occasional care	no.	na	na	na	na	–
Other care	no.	na	na	na	–	–
Preschool services						
All preschool services	no.	na	na	na	–	–
All services	no.	0.1	–	0.1	0.1	0.2
Proportion of substantiated breaches against which action was taken (c)						
Child care services						
Long day care	%	100.0	100.0	100.0	100.0	100.0
Family day care	%	na	na	na	100.0	na
Vacation care	%	na	na	na	na	na
OSHC	%	na	na	na	na	100.0
Occasional care	%	na	na	na	na	na

Table 3A.114 Substantiated breaches arising from complaints about NQF approved and Territory Government licensed or registered services, Northern Territory

	<i>Unit</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>2013-14</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	100.0	100.0	100.0	100.0	100.0

(a) Refers to breaches resulting from complaints during the financial year. The number of breaches does not necessarily represent the number of services involved.

(b) Services are included twice if they provide both child care and preschool services.

(c) Action taken includes either a prosecution, penalty applied, emergency action notice, show cause notice, compliance notice, compliance direction or administrative letter.

na Not available. – Nil or rounded to zero.

Source: NT Department of Education (unpublished).

Data quality information — Early childhood education and care, chapter 3

Data quality information

Data quality information (DQI) provides information against the seven Australian Bureau of Statistics (ABS) data quality framework dimensions, for a selection of performance indicators and/or measures in the Early childhood education and care (ECEC) chapter. DQI for additional indicators will be progressively introduced in future reports.

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

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Participation rates for special needs groups in preschool

The proportion of children aged 3–5 years enrolled in preschool – Non-English speaking backgrounds; Disability

Data quality information for this indicator has been developed by the Secretariat in consultation with the State and Territory governments, with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Participation rates for special needs groups in preschool
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of children aged 3–5 years enrolled in a preschool program who are from special needs groups – Non-English speaking backgrounds; Disability.</p> <p><u>Numerator:</u></p> <p>Number of children aged 3–5 years enrolled in a preschool program who are from special needs groups – Non-English speaking backgrounds; Disability.</p> <p><u>Denominator:</u></p> <p>Number of children aged 3–5 years enrolled in a preschool program.</p> <p><u>Computation:</u></p> <p>The number of children (by special need group) aged 3–5 years enrolled in a preschool program divided by the number of children aged 3–5 years enrolled in a preschool program.</p>
Data source/s	<p>Numerator/denominator:</p> <p>State and Territory governments (unpublished).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool data are collected by individual State and Territory departments. Additional information on the separate institutional environments is outlined below:</p> <ul style="list-style-type: none">• NSW – In NSW preschool data are collected by the Department of Education and Communities (DEC) as part of its role in providing and monitoring funding for the community preschool sector. Government funded preschool services are required to participate in the ECEC preschool census each year as part of their funding agreement. NSW DEC also collects data on children who are enrolled in 100 DEC preschools as part of the NSW annual government school census. Data are not collected from the long day care sector. Data on children with disability attending Early Intervention classes at NSW schools have been collected since 2012.• Victoria – Data were collected by the Department of Education and Early Childhood Development (DEECD) during the August Census Data Collection reported for the census week 29 July – 3 August. Completion of this data collection was compulsory for all funded service providers as part of their service agreement with DEECD. In 2013, DEECD collected data from 1095 funded service providers which offered a kindergarten program at 2090 kindergarten services. Funded kindergarten services in Victoria include sessional kindergarten services and long day care services which offer an integrated kindergarten program. (NOTE: In previous years, data were collected and reported in the Report from the Confirmed Kindergarten Funding Data Collection reported as at 30 June).• Queensland – Data are collected in an annual Early Childhood Education and Care services census (online). Census participants include all Queensland Government approved/licensed ECEC services as well as a small number of services, not requiring approval, that are funded or provided by the Queensland Government to provide education and care to specific groups of children, such as eKindy which delivers an online kindergarten program to isolated children. For services that
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receive funding under the Queensland Kindergarten Funding Scheme, participation is mandatory.

- WA – The organisation responsible is the WA Department of Education (DoE).
- SA – Data collected by the Department of Education and Child Development (DECD) as part of the termly preschool staffing collection from SA government funded preschool service providers.
- Tasmania – Data collected by the Tasmanian Department of Education from 216 preschool providers, using National Minimum Dataset specifications. This number includes services provided by government and non-government. All receive government funding.
- ACT – ACT government preschool data are collected by the Education and Training Directorate. Government managed and funded preschool services are required to participate in the ECEC preschool census each year. From 2013, most non-government preschools provided ECEC data for submission to the ECEC preschool census.
- NT – Data are collected by the Department of Education as part of the annual Age/Grade Census.

Relevance

Information on the relevance of State and Territory preschool data collected by individual State and Territory departments is outlined below.

- NSW – The community preschool census and government school census collect a range of data relevant to the funded or government operated segments of the preschool sector such as service operating characteristics, staff employed, gender, disability, language background, low income status, Indigenous status, attendance/enrolment patterns and staff qualifications.
- Victoria – Information is collected on:
 - Service providers and management models
 - Service level data: early childhood teachers and the other educators delivering the kindergarten program, attendance patterns, and fees paid
 - Child level data: children enrolled, gender, birthdates, disability, languages aside from English spoken at home, and indigenous status.

All DEECD funded service providers are required to undertake the data collection. Therefore, full coverage of kindergarten programs in the year before school delivered through these service providers was achieved. There is no current requirement for unfunded organisations to supply data to DEECD.

- Queensland – Data collected from the Census enable Queensland Department of Education, Training and Employment (DETE) to report on a variety of matters, such as the performance of the ECEC sector, to the Queensland and Australian Governments, and the community. The data are used to provide evidence for policy and program development and planning and to monitor outcomes of early childhood initiatives.
- WA – The data collected through the School Census by the DoE are used to meet national reporting requirements, including meeting the reporting requirements of the National Early Childhood Education and Care Collection (NECECC). Full coverage is achieved for all government and non-government schools and community kindergartens with a preschool program.
- SA – collection is mandatory and there is full coverage for DECD funded or provided preschool services.
- Tasmania – data collected for preschool providers in a registered kindergarten.
- ACT – collection is mandatory and there is full coverage for the Directorates funded or provided preschool services.
- NT – Data collected through the Age/Grade Census are used to meet a range of reporting obligations including national reporting to ECEC NMDS. Enrolments are from registered preschool programs and four government funded remote Catholic schools, collected at unit record level and available by remoteness area.

Timeliness

Information on the timeliness of State and Territory preschool data collected by individual State and Territory departments is outlined below.

- NSW – The ECEC preschool census is conducted annually over a representative fortnight. In 2013 the collection period was 29 July to 9 August. The Government School Mid-Year Census is conducted annually in August.

- Victoria – The August Census Data Collection was undertaken for the reference period 29 July – 3 August 2013.
- Queensland – The Census is an annual collection, with the most current year data census commencing in the week beginning 29 July 2013.
- WA – The collection was undertaken at 2 August 2013 with a reference period of 29 July to 2 August.
- SA – Data collected in late May 2014.
- Tasmania – Data are collected annually, for a two week reference period in late July to early August 2013.
- ACT – The ECEC preschool census is conducted annually over a representative fortnight. In 2013 the collection period was 29 July to 9 August. The ACT public school census is conducted annually in August which encompasses all school levels from preschool to year 12.
- NT – Data are collected through the annual Age/Grade Census which was undertaken on Friday 2 August 2013. Additional preschool data are collected for the one week reference period 28 July – 1 August 2013.

Accuracy

Due to different methods of data collection, not all jurisdictions are able to identify duplicate records of children. Double counting of children may occur due to:

- Children moving interstate during a preschool year
- Children attending multiple providers to access an appropriate amount of care
- Children attending multiple service types
- Children attending preschool for greater than one year.

These factors can lead to an overestimation of children enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent).

There are differences in collection dates, reference periods and age reference dates.

Additional information on the accuracy of State and Territory preschool data collected by individual State and Territory departments is outlined below.

- NSW – For the ECEC preschool census, data are collected from government funded community preschools through a web based portal. The web based portal has data validation software to reduce data entry errors. The Department also carries out data verification checks by comparing enrolment and service characteristic variations across years. For the government school mid-year census, the results on children attending Government preschools or children with disabilities attending Early Intervention classes at NSW schools are validated by a process in which data are extracted from the school enrolment system and presented back to schools for signoff. There is no current requirement for unfunded preschools to supply data to the Department of Education and Communities. Preschool programs are provided in preschools and long day care centres in NSW. However, children undertaking a preschool program in a long day care setting are not captured in the collection, resulting in an undercount.
- Victoria – The August Census data collection was conducted through a web-based data collection and funding system. The system had in-built data validation checks to reduce data entry errors (e.g. validation checks on birthdate ranges of children). The system also performed checks to ensure that service providers entered all mandatory data to ensure there are no missing data fields. DEECD regional staff also performed verification checks on all funded service providers by comparing enrolment variations across years to ensure accuracy of data entry.
- Queensland – Data have been adjusted for partial non-responses at the service and preschool program levels through an imputation process, and incorrect responses corrected via validation and error checking processes. No adjustments for undercounts have been applied and no standard errors are applied to this data item.
- SA – Data are collected using a web based data system that includes data validation rules to improve accuracy. Data received by DECD are then subject to further validation checks and corrections where required, primarily to ensure the accuracy of staffing and funding entitlements for SA government funded or provided preschool services.
- Tasmania – All kindergartens reported enrolment data for the reference period in 2013. Duplicate students attending more than one kindergarten are identified and

	<p>allocated the same statistical linkage key.</p> <ul style="list-style-type: none"> • ACT – Data are collected from government preschools through the Directorate’s information systems and via preschool census returns. The Directorate has defined processes to validate and verify the data by comparing enrolment and service characteristic variations across years. These processes include children with disabilities attending classes at ACT public preschools. There is no current requirement for preschools in receipt of government funding to supply data to the Directorate. However, most independent schools with preschool services provided data to the ECEC. • NT – Data collected through the annual Age/Grade Census and validated by all schools. The NT is able to report the number of children attending preschool programs within the government sector and enrolled in preschool in the year before full time school.
Coherence	<p>Data for Australia for children from non-English speaking backgrounds and children with disability are the total of the sum of states and territories for which data are available, and should not be interpreted as national data.</p> <p>Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions.</p> <p>Children enrolled in preschool can be counted in more than one special needs group.</p>
Accessibility	<p>Information on the accessibility of State and Territory preschool data collected by individual State and Territory departments is outlined below. Preschool data for all jurisdictions are published by the ABS in Preschool Education, Australia (cat. no. 4240.0). Data on children from non-English speaking backgrounds and children with disability are not available in the ABS publication.</p> <ul style="list-style-type: none"> • NSW – Limited data are collected for national and state reporting requirements. • Victoria – Limited data are collected for funding purposes and State and National Reporting requirements. • Queensland – Fact sheets on the sector are available on the Early Childhood Education and Care website. This information includes attendance rates, management types, locations of services and staff qualifications and experience for all services (inclusive of both funded and unfunded services) across the state. • SA – Limited data are collected for national and state reporting requirements. Summary data are published annually on the department website. Unpublished data can be supplied on request. • ACT – Limited data are collected for funding purposes and ACT and national reporting requirements.
Interpretability	<p>Limited supporting documentation is available.</p> <ul style="list-style-type: none"> • Victoria – Information such as ‘frequently asked questions’ fact sheets were made available on the DEECD website and on the web-based data collection and funding system. Help text was also in-built on the system which provided clarification of terminology and provided explanations on the data required to be collected. If service providers required clarification about the collection process, they were also able to contact their regional office. <p>The DEECD provides information on funding criteria and data collection responsibilities in the publication ‘The Kindergarten Guide 2013’, which is available on the DEECD website.</p> <ul style="list-style-type: none"> • Queensland provided a range of information to assist in the collection and reporting of data, such as explanatory notes for providers. supporting documentation are available from the Queensland DETE website.
<u>Data Gaps/Issues Analysis</u>	
Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool • data on children with disability are not directly comparable because the definition of disability varies across jurisdictions • in NSW, preschool programs are provided in preschools and long day care centres.

However, children undertaking a preschool program in a long day care setting are not captured in the collection, resulting in an undercount. There is no current requirement for unfunded preschools in NSW to supply data to the Department of Education and Communities.

The proportion of children aged 3–5 years enrolled in a preschool program who are from the special needs groups – Aboriginal and Torres Strait Islander; Regional areas; Remote areas

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

Indicator definition and description

Element	Equity — Access
Indicator	Participation rates for special needs groups in preschool
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of children aged 3–5 years enrolled in preschool – Aboriginal and Torres Strait Islander; Regional areas; Remote areas.</p> <p><u>Numerator:</u></p> <p>Number of children aged 3–5 years enrolled in preschool – Aboriginal and Torres Strait Islander; in inner/outer regional Australia; in remote/very remote Australia.</p> <p><u>Denominator:</u></p> <p>Number of children aged 3–5 years enrolled in a preschool program.</p> <p><u>Computation:</u></p> <p>The number of children (by special need group) aged 3–5 years enrolled in a preschool program divided by the number of children aged 3–5 years enrolled in a preschool program.</p>
Data source/s	<p>Numerator/denominator:</p> <p>ABS (2014) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new <i>National Partnership on Early Childhood Education</i> (NP ECE). The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the <i>National Information Agreement on Early Childhood Education and Care</i> (NIA ECEC). The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.</p>

The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

Regional and remote areas are based upon the ABS' Australian Statistical Geography Standard (ASGS) 2011. The ASGS replaced the Australian Standard Geographical Classification (ASGC) 2006. The ASGS is based on the 2011 Census of Population and Housing and represents a more comprehensive, flexible and consistent way of defining Australia's statistical geography than the previous classification.

Timeliness The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.

Accuracy Data for the NECECC have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2013 collection include:

- a small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- differences between data element collection methodologies and alignment to National data standards across jurisdictions.

Care needs to be taken interpreting data relating to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Children enrolled in preschool can be counted in more than one special needs group.

Earlier reports classified regional and remote areas according to the ASGC. This Report uses the ASGS 2011.

Accessibility The ABS publication *Preschool Education, Australia, 2013* (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

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

- participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

The proportion of children enrolled in a preschool program in the year before full time schooling (YBFS) who are disadvantaged

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

Indicator definition and description

Element	Equity — Access
Indicator	Participation rates for special needs groups in preschool
Measure/s (computation)	<u>Definition</u> The proportion of children enrolled in a preschool program who are disadvantaged. <u>Numerator:</u> Number of children aged 4 and 5 years enrolled in a preschool program in the YBFS who reside in an area with a Socio-Economic Indexes for Areas (SEIFA) Index of Relative Socio-Economic Disadvantage (IRSD) quintile of 1. <u>Denominator:</u> Number of children aged 4 and 5 years enrolled in a preschool program in the YBFS. <u>Computation:</u> The number of children aged 4 and 5 years enrolled in a preschool program in the YBFS who are disadvantaged divided by the number of children aged 4 and 5 years enrolled in a preschool program in the YBFS.
Data source/s	Numerator/denominator: ABS (2014) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0).

Data Quality Framework Dimensions

Institutional environment	Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.
Relevance	In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia. The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope. The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool

	<p>program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.</p> <p>The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.</p> <p>A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>Children who are disadvantaged are defined as residing in an area with a SEIFA IRSD quintile of 1 (based on the 2011 Census of Population and Housing). The SEIFA IRSD summarises a range of information about the economic and social resources of people and households within an area. The use of SEIFA IRSD as a proxy for disadvantage needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.</p>
Timeliness	<p>The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.</p>
Accuracy	<p>Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.</p> <p>Data limitations for the 2013 collection include:</p> <ul style="list-style-type: none"> • a small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds • comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools • children enrolled in multiple preschool programs are not identifiable within all jurisdictions • differences between data element collection methodologies and alignment to National data standards across jurisdictions. <p>Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.</p>
Coherence	<p>Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.</p>
Accessibility	<p>The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.</p> <p>If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.</p>
Interpretability	<p>National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC</p>

statistics.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW
- use of SEIFA IRSD to define children who are most disadvantaged needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.

Children using child care

The proportion of children using Australian Government Child Care Benefit (CCB) approved plus State and Territory government funded and/or provided child care

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education and State and Territory governments with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness — Access
Indicator	Children using child care
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of children using Australian Government CCB approved plus State and Territory government funded and/or provided child care.</p> <p><u>Numerator:</u></p> <p>Number of children attending Australian Government CCB approved and State and Territory government funded and/or provided child care by age groups 0–5; 6–12; 0–12 years).</p> <p><u>Denominator:</u></p> <p>Estimated resident population (ERP) as at 31 December by age groups 0–5; 6–12; 0–12 years).</p> <p><u>Computation:</u></p> <p>The number of children attending Australian Government CCB approved and State and Territory government funded and/or provided child care divided by the total ERP, by age groups 0–5; 6–12; 0–12 years</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>Australian Government Department of Education (unpublished); State and Territory governments (unpublished)</p> <p><u>Denominator/s:</u></p> <p>ABS (unpublished) <i>Australian Demographic Statistics</i> (Cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Australian Government CCB approved child care services data are collected through the Child Care Management System (CCMS) by the Department of Social Services (DSS) under the Family Assistance (Administration) Act. These data are compiled for this Report by the Australian Government Department of Education.</p> <p>State and Territory child care data are collected by individual State and Territory departments. Additional information on the separate institutional environments is outlined below:</p> <ul style="list-style-type: none">• NSW – NSW does not collect data on child care use.• Victoria – In 2013, Victoria funded approximately 100 organisations offering child care to parents enrolled in Adult and Community Further Education (ACFE) courses. These are mainly neighbourhood model occasional care services. No data were collected on funded places or staff characteristics for these services in 2013.• Queensland – Data are collected in an annual Early Childhood Education and Care services census (online). Census participants include all Queensland Government approved/licensed ECEC services, as well as a small number of services, not requiring approval, that are funded or provided by the Queensland Government to provide education and care to specific groups of children, such as eKindy which delivers an online kindergarten program to isolated children. For services that receive funding under the Queensland Kindergarten Funding Scheme, participation
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is mandatory.

- SA – Data are collected by DECD as part of the annual children’s services census from sites operating a playcentre program or are providing rural care or occasional care. The census is mandatory for rural and occasional care.
- Tasmania – Data are compiled by the Department of Education for funded child care services. Through their funding agreement, these services are required to provide data in August of each year. Data are not provided for licensed but unfunded services.
- NT – Information on approved education and care services is collected by the Department of Education through the National Quality Agenda Information Technology System (NQAITS).

ERP data are obtained from the ABS. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see the ABS website.

Relevance

Australian Government CCB approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.

The relevance of State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – Data are not available for child care use.
- Queensland – Data are collected from the Census enable Queensland DETE to report on a variety of matters, such as the performance of the ECEC sector, to the Queensland and Australian Governments, and the community. The data are used to provide evidence for policy and program development and planning and to monitor outcomes of early childhood.
- SA – As the census is mandatory there is full coverage for playcentres, rural and occasional care services.
- Tasmania – Data are provided for each child care service funded by the State Department of Education. Services provide the data for each of the children attending in the data week.
- NT – Utilisation information is provided by approved Centre based long day care and kindergarten services through funding agreements.

Rates of the population are based on as a proportion of the ERP collected by the ABS.

Timeliness

Australian Government CCB approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.

State and Territory child care data are collected by individual State and Territory departments through various independent data collections. Data are collected in the first half of the financial year reported in this Report and therefore are collected approximately 18 months prior to publication. Additional information is outlined below.

- Queensland – The census is an annual collection, with the most current year data census commencing Monday 29 July 2013. Data relating to vacation care was collected during a separate period.
- SA – Data are collected annually with reference period usually July/August of financial year.
- Tasmania – Data are collected annually in August of the financial year.
- NT – Approved services that are eligible to receive funds, are required to provide data quarterly to the Department of Education by the month following the end of each quarter.

ABS population estimates used for the denominator of population rates are available each year.

Accuracy

Australian Government CCB approved child care services data are collected through an electronic administrative system and all approved services are represented.

Additional information on the accuracy State and Territory child care data collected by individual State and Territory departments is outlined below.

- Queensland – Data have been adjusted for partial non-responses at the service level through imputation, and incorrect responses corrected through a validation

and error checking process. No adjustments for undercounts have been applied and no standard errors are applied to this data item. It is possible that due to the aggregate nature of the collection, there may be an issue of duplicate records (that is children being counted in multiple child care services either multiple providers or multiple service types) within the reference week which could lead to an overestimation of children using child care.

- SA – Data are collected in a paper based survey from playcentres, rural care and submitted electronically by occasional care services. Duplicate records or undercounts are not identifiable as the information is either aggregate or de-identified and cannot be matched across sites.
- Tasmania – Data are completed by staff in each funded service to the Department of Education and includes all child care services funded by the State. Services report on actual age of each child attending during the data week. Services provide attendance records with data collection sheets and these are used for validation. However as dates of birth of the children are not provided age validations cannot be made.
- ACT – The ACT does not collect data on the number of children using child care services.
- NT – All eligible education and care services submit data electronically, that is linked to the ongoing eligibility of funding. Data quality is well managed through the NQAITS's application submission processes.

In addition, across each data collection, the proportion of children attending child care in the population are based on ERP denominator at 31 December, and therefore a variation between the jurisdiction data collection period for the numerator and the denominator vary.

Coherence

Australian Government CCB approved child care services have been measured consistently since the introduction of the CCMS. The definitions remain unchanged.

Additional information on the coherence of State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – Did not collect data from child care services in 2013.
- Queensland – Age range scope of the data for the numerator and denominator are comparable.
- SA – The method of collection from occasional care services has changed from paper based to using a web based data system, but the data collected and definitions remain unchanged.
- Tasmania – Data collection in place for over 10 years and data appear to be consistent, taking into account changes in number of services each year (significant given the small number of services).
- NT – Utilisation data had been collected from approved services through CSIS until it was replaced in January 2012 by the NQAITS. Data exclude previously funded services that were deemed out-of-scope from January 2012.

Rates of the population may differ from those released in previous editions of this publication due to scheduled revisions of the ERP by the ABS. These differences are likely to be very small.

Accessibility

The Australian Government CCB approved child care data at the service level are protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of this Report.

Additional information on the accessibility of State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – There is limited data collected for national and state reporting requirements.
- Queensland – Fact sheets on the sector are produced each year available on the Early Childhood Education and Care website containing information on attendance rates, management types, locations of services and staff qualifications and experience for all services (inclusive of both funded and unfunded services) across the state.
- SA – Unpublished data can be requested. There are some published data available online.
- Tasmania – Data provided through internal process within the Department of

Education as part of its funding agreement with these services. There are no other processes to collect this data. Currently, these data are not made available publicly apart from this Report.

- NT – Some of the required data are available as public information published in the Department of Education's Annual Report following the end of each financial year.

Interpretability Limited supporting documentation is available.

- Queensland – Queensland provided a range of information to assist in the collection and reporting of data, such as explanatory notes for providers. Supporting material are available from the Queensland DETE website.

Data Gaps/Issues Analysis

Key data gaps The Steering Committee notes the following issues:

/issues

- a number of State and Territory governments (NSW, Vic, WA, ACT and NT) cannot report data for the number of children using State and Territory government funded and/or provided child care, resulting in an undercount
- this indicator does not provide information on the parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care.

Children enrolled in preschool

The proportion of children who are enrolled in a preschool program in the year before full time schooling (YBFS)

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

Indicator definition and description

Element	Effectiveness — Access
Indicator	Children enrolled in preschool
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of children who are enrolled in a preschool program in the YBFS.</p> <p><u>Numerator:</u></p> <p>Number of children aged 4 and 5 years who are enrolled in a preschool program in the YBFS.</p> <p><u>Denominator:</u></p> <p>Estimated number of children aged 4 years, as at 30 June.</p> <p><u>Computation:</u></p> <p>The number of children aged 4 and 5 years enrolled in a preschool program in the YBFS divided by the estimated number of children aged 4 years.</p>
Data source/s	<p>Numerator:</p> <p>ABS (2014) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0).</p> <p>Denominator:</p> <p>ABS (2013) <i>Australian Demographic Statistics, Jun 2013</i> (cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate</p>

preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

Rates of the population are based on the proportion of the ERP collected by the ABS.

Timeliness The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.

ABS population estimates used for the denominator of population rates are available each year.

Accuracy Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2013 collection include:

- a small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- differences between data element collection methodologies and alignment to National data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Data for the proportion of children enrolled in a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can be enrolled in a preschool program. This can result in an overestimation of the proportion of children enrolled in a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent).

Accessibility The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains

estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

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

- participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS

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

Indicator definition and description

Element	Effectiveness — Access
Indicator	Children enrolled in preschool
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS.</p> <p><u>Numerator:</u></p> <p>Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are enrolled in a preschool program in the YBFS.</p> <p><u>Denominator:</u></p> <p>Estimated number of Aboriginal and Torres Strait Islander children aged 4 years, as at 30 June.</p> <p><u>Computation:</u></p> <p>The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS divided by the estimated number of Aboriginal and Torres Strait Islander children aged 4 years.</p>
Data source/s	<p>Numerator:</p> <p>ABS (2014) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0).</p> <p>Denominator:</p> <p>ABS (2014) <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026</i> (cat. no. 3238.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>Population estimates are obtained from the ABS.</p> <p>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2011 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.</p> <p>For information on the institutional environment of the ABS including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance</p>

at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

Timeliness

The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.

Accuracy

Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Care needs to be taken interpreting data relating to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.

Data limitations for the 2013 collection include:

- a small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- differences between data element collection methodologies and alignment to National data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence

Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Data for the proportion of children enrolled in a preschool program in the year before

full time schooling are based on the number of 4 year old children in the population, even though older or younger children can be enrolled in a preschool program. This can result in an overestimation of the proportion of children enrolled in a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent).

Accessibility The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

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

- participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

The proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS by remoteness area (national data only)

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

Indicator definition and description

Element	Effectiveness — Access
Indicator	Children enrolled in preschool
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS by remoteness area (national data only).</p> <p><u>Numerator:</u></p> <p>Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are enrolled in a preschool program in the YBFS by remoteness area.</p> <p><u>Denominator:</u></p> <p>Estimated number of Aboriginal and Torres Strait Islander children aged 4 years, as at 30 June by remoteness area.</p> <p><u>Computation:</u></p> <p>The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS divided by the estimated number of Aboriginal and Torres Strait Islander children aged 4 years by remoteness area.</p>
Data source/s	<p>Numerator:</p> <p>ABS (2014) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0).</p> <p>Denominator:</p> <p>ABS (2014) <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026</i> (cat. no. 3238.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>Population estimates are obtained from the ABS.</p> <p>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2011 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance</p>

at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

Remoteness area in previous reports was based upon the ABS' ASGC 2006. For the 2015 Report, remoteness area is based upon the ABS' ASGS. The ASGS is based on the 2011 Census of Population and Housing.

Timeliness

The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.

Accuracy

Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Care needs to be taken interpreting data relating to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.

Data limitations for the 2013 collection include:

- a small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- differences between data element collection methodologies and alignment to National data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence

Due to the differing levels of coverage, collection methodologies and alignment with the

ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Data for the proportion of children enrolled in a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can be enrolled in a preschool program. This can result in an overestimation of the proportion of children enrolled in a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent).

Accessibility The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

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

- data for this measure are not available on a jurisdiction basis (i.e. State and Territory proportions by remoteness area are not available).

Children attending preschool

The proportion of children who are attending a preschool program in the YBFS

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

Indicator definition and description

Element	Effectiveness — Access
Indicator	Children attending preschool
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of children who are attending a preschool program in the YBFS.</p> <p><u>Numerator:</u></p> <p>Number of children aged 4 and 5 years who are attending a preschool program in the YBFS.</p> <p><u>Denominator:</u></p> <p>Estimated number of children aged 4 years, as at 30 June.</p> <p><u>Computation:</u></p> <p>The number of children aged 4 and 5 years attending a preschool program in the YBFS divided by the estimated number of children aged 4 years.</p>
Data source/s	<p>Numerator:</p> <p>ABS (2014) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0).</p> <p>Denominator:</p> <p>ABS (2013) <i>Australian Demographic Statistics, Jun 2013</i> (cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.</p>

	<p>The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.</p> <p>The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.</p> <p>A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>Rates of the population are based on the proportion of the ERP collected by the ABS.</p>
Timeliness	<p>The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.</p> <p>ABS population estimates used for the denominator of population rates are available each year.</p>
Accuracy	<p>Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.</p> <p>Data limitations for the 2013 collection include:</p> <ul style="list-style-type: none"> • a small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds • comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools • children enrolled in multiple preschool programs are not identifiable within all jurisdictions • differences between data element collection methodologies and alignment to National data standards across jurisdictions. <p>Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.</p>
Coherence	<p>Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.</p> <p>Data for the proportion of children attending a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can attend a preschool program in the YBFS. This can result in an overestimation of the proportion of children attending a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent).</p>
Accessibility	<p>The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.</p>

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

The proportion of Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS by remoteness area (national data only)

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

Indicator definition and description

Element	Effectiveness — Access
Indicator	Children attending preschool
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS by remoteness area (national data only).</p> <p><u>Numerator:</u></p> <p>Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are attending a preschool program in the YBFS by remoteness area.</p> <p><u>Denominator:</u></p> <p>Estimated number of Aboriginal and Torres Strait Islander children aged 4 years, as at 30 June by remoteness area.</p> <p><u>Computation:</u></p> <p>The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS divided by the estimated number of Aboriginal and Torres Strait Islander children aged 4 years by remoteness area.</p>
Data source/s	<p>Numerator:</p> <p>ABS (2014) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0)</p> <p>Denominator:</p> <p>ABS (2014) <i>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026</i> (cat. no. 3238.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>Population estimates are obtained from the ABS.</p> <p>Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2011 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance</p>

at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

Remoteness area in previous reports was based upon the ABS' ASGC 2006. For the 2015 Report, remoteness area is based upon the ABS' ASGS. The ASGS is based on the 2011 Census of Population and Housing.

Timeliness

The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.

Accuracy

Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Care needs to be taken interpreting data relating to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.

Data limitations for the 2013 collection include:

- a small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- differences between data element collection methodologies and alignment to National data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence

Due to the differing levels of coverage, collection methodologies and alignment with the

ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Data for the proportion of children attending a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can attend a preschool program in the YBFS. This can result in an overestimation of the proportion of children attending a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent).

Accessibility The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

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

- data for this measure are not available on a jurisdiction basis (i.e. State and Territory proportions by remoteness area are not available).

The proportion of children enrolled in a preschool program in the YBFS who are attending by Indigenous status

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

Indicator definition and description

Element	Effectiveness — Access
Indicator	Children attending preschool
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of children enrolled in a preschool program in the YBFS who are attending by Indigenous status.</p> <p><u>Numerator:</u></p> <p>Number of children aged 4 and 5 years who are attending a preschool program in the YBFS by Indigenous status.</p> <p><u>Denominator:</u></p> <p>Number of children aged 4 and 5 years who are enrolled in a preschool program in the YBFS by Indigenous status.</p> <p><u>Computation:</u></p> <p>The number of children aged 4 and 5 years attending a preschool program in the YBFS divided by the number of children aged 4 and 5 years enrolled in a preschool program in the YBFS by Indigenous status.</p>
Data source/s	<p>Numerator/denominator:</p> <p>ABS (2014 and unpublished) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0)</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.</p> <p>The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope</p>

	<p>of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.</p> <p>The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.</p> <p>A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>Rates of the population are based on the proportion of the ERP collected by the ABS.</p>
Timeliness	<p>The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.</p> <p>ABS population estimates used for the denominator of population rates are available each year.</p>
Accuracy	<p>Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.</p> <p>Data limitations for the 2013 collection include:</p> <ul style="list-style-type: none"> • a small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds • comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools • children enrolled in multiple preschool programs are not identifiable within all jurisdictions • differences between data element collection methodologies and alignment to National data standards across jurisdictions. <p>Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.</p>
Coherence	<p>Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.</p>
Accessibility	<p>The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.</p> <p>If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.</p>
Interpretability	<p>National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.</p>

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- enrolment and attendance data are very similar for some jurisdictions because enrolment requires the child to have attended that program for at least one hour during the reference period, or were absent due to illness or extended holiday leave and are expected to return. A child is considered to be attending a preschool program if the child is enrolled and has attended for at least one hour during the reference period. Also, in WA attendance rates have been applied to enrolment counts to estimate the number of children attending. This results in the proportion equalling 100 per cent.

Non-standard hours of care in child care services

The proportion of Australian Government CCB approved child care services providing non-standard hours of care

Data quality information for this indicator has been developed by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness — Access
Indicator	Non-standard hours of care in child care services
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of CCB approved child care services providing non-standard hours of care. The definition of non-standard hours is based on the opening and closing times of services.</p> <p><u>Numerator:</u></p> <p>Number of CCB approved child care services providing non-standard hours of care by child care service type.</p> <p><u>Denominator:</u></p> <p>Total number of CCB approved child care services by child care service type (long day care, outside school hours care, family day care, occasional care, vacation care and in home care).</p> <p><u>Computation:</u></p> <p>The number of CCB approved child care services providing non-standard hours of care divided by the total number of CCB approved services by child care service type (long day care, outside school hours care, family day care, occasional care, vacation care and in home care).</p>
Data source/s	Australian Government Department of Education (unpublished)

Data Quality Framework Dimensions

Institutional environment	CCMS data are collected by the DSS under the Family Assistance (Administration) Act. Data from CCMS is compiled by the Department of Education.
Relevance	Approved CCB child care service data, collected at a service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Data are collected weekly, available since services transitioned to CCMS between 2008 and June 2009. Data are reported on a weekly basis on MyChild.gov.au.
Accuracy	Data sourced from CCMS are collected via an electronic administrative system.
Coherence	Data sourced from the CCMS are based on the operating hours of services
Accessibility	Data at the service level are protected under the Family Assistance (Administration) Act. To date data have only been released for purposes of this Report.
Interpretability	A high or increasing proportion of services providing non-standard hour of care can suggest a greater flexibility of services to meet the needs of families. Care should be taken when interpreting results because information is not provided on the demand for non-standard hours of care or whether available non-standard hours services meet the needs of users.

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none">• this indicator does not provide information on the demand for non-standard hours of care or whether available non-standard hours services meet the needs of users.
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Child care service costs

The median weekly cost for 50 hours of care by child care service type

Data quality information for this indicator has been developed by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness — Appropriateness — Service affordability
Indicator	Child care service costs
Measure/s (computation)	<u>Definition</u> The median weekly cost for 50 hours of Australian Government CCB approved long day care and family day care.
Data source/s	Australian Government Department of Education (unpublished).

Data Quality Framework Dimensions

Institutional environment	Australian Government CCB approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for this Report by the Department of Education.
Relevance	Australian Government CCB approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Australian Government CCB approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.
Accuracy	Median costs are based on 50 hours of care in the reference week.
Coherence	Australian Government CCB approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.
Accessibility	The Australian Government CCB approved child care data at the service level are protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of this Report.
Interpretability	Median costs represent the middle value of the range of costs. Provided the service quality is held constant, lower service costs are desirable. Cost data need to be interpreted with care because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.

Data Gaps/Issues Analysis

Key data gaps /issues	The Steering Committee notes the following issues: <ul style="list-style-type: none">• cost data need to be interpreted with care, because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.
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Preschool service costs

The median per hour cost of preschool programs (after subsidies) per child enrolled

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

Indicator definition and description

Element	Effectiveness — Appropriateness — Service affordability
Indicator	Preschool service costs
Measure/s (computation)	<u>Definition</u> The median per hour cost (after subsidies) of preschool programs per child enrolled.
Data source/s	ABS (unpublished) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0).

Data Quality Framework Dimensions

Institutional environment Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Australian government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.

Relevance In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and

	Methods, 2013 (cat. no. 4240.0.55.001).
Timeliness	The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.
Accuracy	<p>Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.</p> <p>Data limitations for the 2013 collection include:</p> <ul style="list-style-type: none"> • a small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds • comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools • children enrolled in multiple preschool programs are not identifiable within all jurisdictions • differences between data element collection methodologies and alignment to National data standards across jurisdictions. <p>Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.</p>
Coherence	Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.
Accessibility	<p>The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.</p> <p>If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.</p>
Interpretability	National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • preschool services are provided by a mix of providers (community, private and government). Differences in charging practices, including fees, can be due to commercial or cost recovery decisions made by individual services. Some preschool programs, particularly those offered at government preschools have no tuition fees • fees can reflect higher land values and rental fees charged in major cities • some jurisdictions provide targeted fee relief that lowers fees for some children • cost information is not collected for all preschool programs. Caution should therefore be used when interpreting median costs.
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Staff quality in ECEC

The proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified

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

Indicator definition and description

Element	Effectiveness — Quality — Access
Indicator	Staff quality in ECEC
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified.</p> <p><u>Numerator:</u></p> <p>Number of episodes of workers (all roles) delivering a preschool program with qualification of Graduate 4 years and above or Bachelor degree pass (3 years or equivalent).</p> <p><u>Denominator:</u></p> <p>Number of episodes of workers (all roles) delivering a preschool program (i.e. irrespective of workers qualifications).</p> <p><u>Computation:</u></p> <p>The number of episodes of workers delivering a preschool program who are at least three year university trained and early childhood qualified divided by the total number of episodes of workers delivering a preschool program.</p>
Data source/s	<p>Numerator/denominator:</p> <p>ABS (2014 and unpublished) <i>Preschool Education, Australia, 2013</i> (cat. no. 4240.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate</p>

preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of worker information for the NECECC consists of all paid employees who were working at an in-scope service provider during the reference period are in-scope of the collection. This includes both contact and non-contact workers, and is irrespective of whether the worker delivered a preschool program during the reference week.

The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).

Timeliness The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.

Accuracy Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2013 collection include:

- worker level data in the NECECC do not include a unique identifier and as a consequence they can only be reported as episodes of workers delivering preschool programs
- incomplete and inconsistent reporting of workers and worker qualifications
- a small level of under-coverage of the preschool programs in some sectors
- differences between data element collection methodologies and alignment to National data standards across jurisdictions.

Worker level data should be used with caution as there is a high likelihood of worker duplication across and within source data files, due to the same worker delivering preschool programs at multiple service providers during the reference period.

For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001). More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Accessibility The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the NECECC data.

Data Gaps/Issues Analysis

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

- worker level data in the NECECC do not include a unique identifier and as a consequence they can only be reported as episodes of workers delivering preschool

programs. These data should be used with caution as there is a high likelihood of worker duplication across and within source data files, due to the same worker delivering preschool programs at multiple service providers during the reference period.

Achievement of the National Quality Standard (NQS)

The proportion of National Quality Framework (NQF) approved services with an quality rating of 'Meeting NQS' or 'Exceeding NQS' overall and by each of the quality areas.

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Children's Education and Care Quality Authority (ACECQA), with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness — Quality — Standards
Indicator	Achievement of the NQS
Measure/s (computation)	<p><u>Definition:</u></p> <p>The proportion of approved services with a rating of 'meeting NQS' or 'exceeding NQS' for each of seven quality areas:</p> <ul style="list-style-type: none">• Quality area 1 educational program and practice• Quality area 2 children's health and safety• Quality area 3 physical environment• Quality area 4 staffing arrangements• Quality area 5 relationships with children• Quality area 6 partnerships with families and communities• Quality area 7 leadership and service management• Overall <p><u>Numerator:</u></p> <p>Number of approved services with a rating of 'meeting NQS' or 'exceeding NQS' for each quality area and overall.</p> <p><u>Denominator:</u></p> <p>Number of approved services with a quality rating.</p> <p><u>Computation:</u></p> <p>The number of approved services with a rating of 'meeting NQS' or 'exceeding NQS' for each quality area and overall divided by all approved services with a quality rating.</p>
Data source/s	ACECQA NQF Snapshot Q2 2014.

Data Quality Framework Dimensions

Institutional environment	<p>The NQF was introduced on 1 January 2012, with the assessments beginning in mid-2012. The NQF operates under an applied law system, comprising the Education and Care Services National Law and Education and Care Services National Regulations. The NQS is schedule 1 to the National Regulations.</p> <p>The NQS is a key aspect of the NQF and sets a national benchmark for ECEC, and outside school hours care services in Australia. The NQS also promotes continuous quality improvement.</p> <p>ACECQA guides the implementation of the NQF nationally and ensures consistency in delivery.</p> <p>SA has set up a new independent regulatory authority for children's education and care services, while other regulatory authorities mainly operate within existing state and territory government departments.</p>
Relevance	<p>The NQF applies to most long day care, family day care, outside school hours care and preschools in Australia. NQF information is entered into the national database – the</p>

NQAITS.

The data cover services with a quality rating. At 30 June 2014, 40 per cent of services have a quality rating. Future reports will incorporate quality ratings data for an increasing proportion of services.

WA has completed the smallest proportion of quality ratings. The assessment and rating process started later there because the law only came into effect in WA on August 2012. SA also has a relatively lower proportion of quality rated services than other jurisdictions.

Timeliness Updated quality ratings are published weekly through the NQAITS national register, and after a 14 day review period has elapsed. A quarterly report is also published which provides analysis on children's education and care services assessed and rated against the NQS in Australia at the end of each quarter.

As the NQF progresses, every service in the country will be assessed against the new quality standard.

Reporting is based on services rated up to the most recent point in time (30 June 2014). Any service that received a final quality rating within 14 days of the report cut-off data (30 June 2014) was excluded from the total reported population of approved and rated services. This means that reported data are consistent with the data that was available from the national register at 30 June 2014.

Accuracy Some jurisdictions have rated only a small number of services and the services rated are not selected randomly so may not be representative of all services.

Coherence Every service receives a rating for seven quality areas and an overall rating. There are five rating levels within the national quality rating and assessment process. The lower four rating levels are administered by state and territory regulatory authorities. The highest rating level 'excellent' is administered by ACECQA, and on application.

Some jurisdictions have rated only a small number of services and the services rated are not selected randomly so may not be representative of all services.

Accessibility A quarterly snapshot report is published by ACECQA which provides analysis on children's education and care services assessed and rated against the NQS in Australia at the end of each quarter.

Ratings for services against each quality area and an overall rating are published weekly on the national register of services on the ACECQA website and on the MyChild website.

Interpretability The ACECQA website contains detailed information on the NQS and assessment and ratings.

Data Gaps/Issues Analysis

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

- regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, care must be taken in drawing conclusions about education and care services that are yet to be rated based on those that have been rated to date
- reporting is based on services rated up to the most recent point in time (30 June 2014). As more services are assessed reporting will become increasingly comprehensive. It is currently based on the 40 per cent of services that have received a quality rating since the start of the assessment and ratings process in June 2012.

Total government recurrent expenditure on ECEC per child in the community

Australian Government and State and Territory government recurrent expenditure on ECEC per child

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education and State and Territory governments, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency — Inputs per output unit — Dollars per child
Indicator	Total government recurrent expenditure on ECEC per child in the community.
Measure/s (computation)	<p><u>Definition</u></p> <p>Australian Government and State and Territory government recurrent expenditure on ECEC per child aged 0–12 years in the community.</p> <p><u>Numerator:</u></p> <p>Australian Government and State and Territory government recurrent expenditure on ECEC.</p> <p><u>Denominator:</u></p> <p>Number of children aged 0–12 years in the community.</p> <p><u>Computation:</u></p> <p>Australian Government and State and Territory recurrent expenditure on ECEC divided by the number of children aged 0–12 years in the community.</p>
Data source/s	<p>Numerator:</p> <p>Australian Government Department of Education and State and Territory governments (unpublished).</p> <p>Denominator:</p> <p>ABS (unpublished) <i>Australian Demographic Statistics, Dec 2013</i> (cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Australian Government child care data are collected by the Department of Education.</p> <p>State and Territory child care and preschool data are collected by individual State and Territory departments.</p> <p>ERP data are obtained from the ABS. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see the ABS website.</p>
Relevance	<p>Government recurrent expenditure includes one-off, non-capital payments to peak agencies who support child care and preschool service providers.</p> <p>Rates of the population are based on as a proportion of the ERP collected by the ABS.</p>
Timeliness	<p>Government recurrent expenditure is available annually on a financial year basis.</p> <p>ABS population estimates used for the denominator of population rates are available each year.</p>
Accuracy	<p>Australian Government data include expenditure for some children aged greater than 12 years, including Aboriginal and Torres Strait Islander children and children with special needs. Children can use more than one type of care. Children are counted once for each type of care they use.</p>

Coherence	Australian Government recurrent expenditure covers child care services, whereas State and Territory government recurrent expenditure covers both child care and preschool services. Expenditure data per child are reported separately for the Australian Government and each State and Territory government, as well as total expenditure per child.
Accessibility	To date government recurrent expenditure data are unpublished and released for purposes of this Report.
Interpretability	All efficiency data need to be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • all Australian Government recurrent expenditure reported for this indicator is provided for child care services. All State and Territory government recurrent expenditure reported is for both child care and preschool services • government expenditure includes recurrent expenditure on child care and preschool services. Unit cost data for ECEC do not yet contain an estimate of user cost of capital.
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Australian Government recurrent expenditure per child attending CCB approved child care

Australian Government recurrent expenditure per child aged 0–12 years attending CCB approved child care services

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness — Quality — Standards
Indicator	Australian Government recurrent expenditure per child attending CCB approved child care
Measure/s (computation)	<p><u>Definition</u></p> <p>Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government CCB approved child care services in Australia.</p> <p><u>Numerator:</u></p> <p>Australian Government recurrent expenditure on CCB approved child care services.</p> <p><u>Denominator:</u></p> <p>Number of children aged 0–12 years attending Australian Government CCB approved child care services.</p> <p><u>Computation:</u></p> <p>Australian Government recurrent expenditure on CCB approved child care services divided by the number of children aged 0–12 years attending Australian Government CCB approved child care services.</p>
Data source/s	Australian Government Department of Education (unpublished)

Data Quality Framework Dimensions

Institutional environment	Australian Government CCB approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for this Report by the Department of Education.
Relevance	Australian Government CCB approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Australian Government CCB approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.
Accuracy	Includes expenditure for some children aged greater than 12 years, including Aboriginal and Torres Strait Islander children and children with special needs. Children can use more than one type of care. Children are counted once for each type of care they use.
Coherence	Australian Government CCB approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.
Accessibility	The Australian Government CCB approved child care data at the service level are protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of this Report.
Interpretability	All efficiency data need to be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect

improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- all Australian Government recurrent expenditure reported for this indicator is provided for child care services
- government expenditure includes recurrent expenditure on child care. Unit cost data for ECEC do not yet contain an estimate of user cost of capital.

Family work-related needs for child care

The proportion of children aged 0–12 years in families for whom additional formal child care is currently required for work-related reasons

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

Indicator definition and description

Element	Outcomes
Indicator	Family work-related needs for child care
Measure/s (computation)	<p><u>Definition:</u></p> <p>The proportion of children aged 0–12 years, who currently required additional formal child care where the main reason was work-related.</p> <p><u>Numerator:</u></p> <p>Number of children aged 0–12 years who currently required additional formal child care where the main reason for care was ‘work-related’.</p> <p><u>Denominator:</u></p> <p>All children aged 0–12.</p> <p><u>Computation:</u></p> <p>The number of children aged 0–12 years who required any formal child care for mainly work-related reasons, divided by all children aged 0–12.</p>
Data source/s	<p>Numerator/denominator:</p> <p>ABS (unpublished TableBuilder) <i>Childhood Education and Care, Australia, June 2011</i> (cat. no. 4402.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data are collected and compiled by the ABS through the Childhood Education and Care Survey (CEaCS), conducted throughout Australia in June 2011 as a supplement to the ABS monthly Labour Force Survey. Information was obtained through interviews conducted over a two-week period between 5-18 June 2011.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see the ABS website.</p>
Relevance	<p>The proportion of children aged 0–12 years who required additional formal child care for mainly work related reasons are available by state/territory disaggregation. Data for the NT were not available for publication, but are included in the total for Australia.</p> <p>All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes.</p>
Timeliness	<p>The reference period for the 2011 CEaCS is June 2011 and data from the 2011 CEaCS was published in May 2012. From 1969 to 2005 the ABS conducted 12 Child Care Surveys and from 1993 the survey has been run every three years. Data from the 2014 CEaCS is expected to be available for the 2016 Report.</p>
Accuracy	<p>Survey information was obtained through interviews with occupants of 5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; WA: 768; SA: 641; Tasmania: 345; ACT: 237 and the NT: 194.</p> <p>Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.</p>

Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of the 'Statistical context' for more information on confidence intervals and relative standard errors.

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

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

Coherence The 2011 survey excluded people living in very remote parts of Australia which may impact on data from the NT where this accounts for approximately 23 per cent of the total population.

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

Interpretability CEaCS (cat. no. 4402.0) includes Explanatory notes and a Glossary available on the ABS website.

Data Gaps/Issues Analysis

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

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

Demand for ECEC

The proportion of children aged 0–12 years for whom additional formal child care or preschool services are currently required

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

Indicator definition and description

Element	Outcomes
Indicator	Demand for ECEC
Measure/s (computation)	<p><u>Definition</u></p> <p>The proportion of children aged 0–12 years who currently required additional formal child care or preschool services.</p> <p><u>Numerator:</u></p> <p>All children aged 0–12 years who currently required additional formal child care or preschool services.</p> <p><u>Denominator:</u></p> <p>All children aged 0–12 years.</p> <p><u>Computation:</u></p> <p>The number of children aged 0–12 years who currently required additional formal child care or preschool divided by all children aged 0–12 years.</p>
Data source/s	<p>Numerator/denominator:</p> <p>ABS (unpublished TableBuilder) <i>Childhood Education and Care, Australia, June 2011</i> (cat. no. 4402.0)</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data are collected and compiled by the ABS through the CEaCS, conducted throughout Australia in June 2011 as a supplement to the ABS monthly Labour Force Survey. Information was obtained through interviews conducted over a two-week period between 5-18 June 2011.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see the ABS website.</p>
Relevance	<p>The proportion of children aged 0–12 years who currently required additional formal care or preschool services are available by state/territory disaggregation.</p> <p>All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes.</p>
Timeliness	<p>The reference period for the 2011 CEaCS is June 2011 and was published in May 2012. From 1969 to 2005 the ABS conducted 12 Child Care Surveys and from 1993 the survey has been run every three years. Data from the 2014 CEaCS is expected to be available for the 2016 Report.</p>
Accuracy	<p>Survey information was obtained through interviews with occupants of 5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; WA: 768; SA: 641; Tasmania: 345; ACT: 237 and the NT: 194.</p> <p>Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.</p>

Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of the 'Statistical context' for more information on confidence intervals and relative standard errors.

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

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

Coherence	The 2011 survey excluded people living in very remote parts of Australia which may impact on data from the NT where this accounts for approximately 23 per cent of the total population.
Accessibility	Predominantly national level information are published in the CEaCS (cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, are also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request.
Interpretability	CEaCS (cat. no. 4402.0) includes Explanatory notes and a Glossary available on the ABS website.

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none">• excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the NT results where such persons account for around 23 per cent of the population• since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability.
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Out-of-pocket costs of child care

The proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Outcomes
Indicator	Out-of-pocket costs of child care
Measure/s (computation)	<p><u>Definition</u></p> <p>Out-of-pocket costs of child care is the proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies (against gross annual income of \$35 000; \$55 000; \$75 000; \$95 000; \$115 000, \$135 000 and \$150 000).</p> <p><u>Numerator:</u></p> <p>Out-of-pocket cost</p> <p><u>Denominator:</u></p> <p>Disposable income</p> <p><u>Computation:</u></p> <p>The average cost of long day care for 1 child using 45 or more hours of care (pro-rated to 50 hours) is calculated. Applicable rates of CCB are deducted, then the 50% Child Care Rebate deduction is applied. The remaining figure is the out of pocket cost. This is then expressed as a percentage of disposable income for families in the various income ranges (Income is assumed to be split between 2 people on a 60:40 basis).</p>
Data source/s	Australian Government Department of Education (unpublished)

Data Quality Framework Dimensions

Institutional environment	Australian Government CCB approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for this Report by the Australian Government Department of Education.
Relevance	Australian Government CCB approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Australian Government CCB approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.
Accuracy	Data sourced from CCMS are collected via an electronic administrative system.
Coherence	Australian Government CCB approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.
Accessibility	The Australian Government CCB approved child care data at the service level are protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of this Report.
Interpretability	Lower out of pocket costs for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome. Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs, localised living costs) can influence child care costs.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- lower out-of-pocket cost for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome
- care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs and localised costs of living) can influence child care costs.

ECEC outcomes

The proportion of children who have had ECEC experience that are developmentally vulnerable on one or more domains of the Australian Early Development Census (AEDC)

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Outcomes
Indicator	ECEC outcomes
Measure/s (computation)	<u>Definition</u> The proportion of children who have had ECEC experience that are developmentally vulnerable on one or more domains of the AEDC. <u>Numerator</u> The number of children with a valid domain score who have had ECEC experience that are developmentally vulnerable on one or more domains of the AEDC. <u>Denominator</u> The number of children with at least one valid domain score on the AEDC who had ECEC experience. <u>Computation</u> The number of children who have had ECEC experience and are developmentally vulnerable on one or more domains divided by the number of children with at least one valid domain score who had ECEC experience.
Data source/s	Australian Government (unpublished) <i>Australian Early Development Census 2012</i>

Data Quality Framework Dimensions

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

Data Gaps/Issues Analysis

Key data gaps /issues	The Steering Committee notes the following issues: <ul style="list-style-type: none">• a range of factors have an impact on the AEDC results including parental and family circumstances and the availability and take-up of services such as allied health, ECEC and parenting support. ECEC is just one factor contributing to results• not all children in the AEDC data set have a completed response for whether or not they attended ECEC.
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4 School education

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '4A' prefix (for example, table 4A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

This chapter focuses on performance information — equity, effectiveness and efficiency — for government funded school education in Australia. Reporting relates to government funding only, not to the full cost to the community of providing school education. Descriptive information and performance indicators are variously reported for:

- government primary and secondary schools
- non-government primary and secondary schools
- school education as a whole (government plus non-government primary and secondary schools).

Data in this chapter mostly relate to the 2013 calendar year and the 2012-13 financial year. National Assessment Program – Literacy and Numeracy (NAPLAN) data are included for 2014.

Schooling aims to provide education for all young people. The main purposes of school education are to assist students in:

- attaining knowledge, skills and understanding in key learning areas

-
- developing their talents, capacities, self-confidence, self-esteem and respect for others
 - developing their capacity to contribute to Australia's social, cultural and economic development.

Major improvements in reporting on school education this year include:

- inclusion of a mini-case study on the WA Independent Public Schools initiative
- inclusion of data by Indigenous status in the 6–15 years enrolment measure
- for the 'learning outcomes' indicator:
 - reporting the most recent year of NAPLAN outcomes (2014 data), including significance of differences (effect size) across states and territories. Data for 2013 NAPLAN are also included in this report for the first time, in the attachment tables
 - reporting outcomes of the years 6 and 10 Civics and Citizenship National Assessment Program (NAP) in 2013, including significance of differences across states and territories
 - reporting outcomes of the 2013 IEA International Computer and Information Literacy Study (ICILS)
- inclusion of new measures for the outcome indicator 'destination', based on the Survey of Education and Work and the Census of Population and Housing.

4.1 Profile of school education

Service overview

Schools are the institutions within which organised school education takes place. They are differentiated by the type and level of education they provide, their ownership and management, and the characteristics of their student body. The formal statistical definition of schools used for this chapter is an establishment which satisfies all of the following criteria:

- its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education
- it is headed by a principal (or equivalent) responsible for its internal operation
- it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations (ABS 2014).

Student performance can be affected by factors that may be partly or totally outside the influence of the school system, such as student commitment, family environment (including socio-economic status and parents' educational attainment and support for the child) and the proximity of the school to other educational facilities. It is beyond the scope

of this Report to consider the effect of all such factors, but this section provides some context for the performance information presented later in the chapter. Further contextual information about population and household characteristics in each State and Territory is provided in chapter 2 ‘Statistical context’.

Roles and responsibilities

Under constitutional arrangements, State and Territory governments are responsible for ensuring the delivery of schooling to all children of school age in their jurisdictions. They determine curricula, regulate school activities and provide most of the funding. State and Territory governments are directly responsible for the administration of government schools, for which they provide the majority of government funding. Non-government schools operate under conditions determined by State and Territory government registration authorities and also receive State and Territory government funding.

The major element of Australian Government funding in 2012-13 was provided through the National Schools Specific Purpose Payment (SPP), which is associated with the National Education Agreement (NEA) under the Intergovernmental Agreement (IGA) on Federal Financial Relations. The non-government schools funding component of the National Schools SPP is determined by the Schools Assistance Act 2008. Both the NEA and the Schools Assistance Act 2008 came into effect on 1 January 2009. The Australian Government also provides supplementary funding for government schools and non-government schools through National Partnerships associated with the NEA. Other Australian Government payments of a smaller scale are made directly to school communities, students and other organisations to support schooling.

The Education Council¹ — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

Mini-case study: Independent Public Schools in Western Australia

In 2010, the WA Government commenced implementation of its Independent Public Schools (IPS) initiative, which provides participating government school communities with greater control, flexibility and autonomy to respond to their students’ and communities’ needs. This initiative and results of the initial evaluation are described in box 4.1.

¹ Following agreement by the Council of Australian Governments (COAG), in 2014 the Education Council replaced the Standing Council for School Education and Early Childhood (SCSEEC) (formerly the Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA]).

Box 4.1 **Western Australia Independent Public Schools initiative**

The fundamental premise of the IPS initiative is that school communities are best placed to make decisions about their students' education needs. Giving such communities more control, autonomy and flexibility across a wide range of strategic, resourcing and operational matters leads to decisions that are better tailored to the specific educational needs of local communities and their students. This in turn fosters greater local innovation, more efficient and effective use of school resources and ultimately creates the conditions for better educational services and improved outcomes for their students.

IPSs have been operating for some time in Western Australia. Launched in 34 government schools in 2010, the Western Australian IPS initiative seeks to empower participating school communities by giving them greater control, flexibility and autonomy to respond to their students' and communities' needs.

In 2013, an independent evaluation of the Western Australian IPS initiative confirmed it was achieving promising early results, and the initiative won the Western Australian Premier's Award for Excellence in Public Sector Management and the Improving Government category award. By 2014, the initiative had been expanded to 264 schools, representing one-third of Western Australia's government schools and approximately half of all teachers and students in the state's public education system. An additional 178 government schools will become IPSs in 2015, resulting in 70 per cent of Western Australian government school students being educated at IPSs.

Western Australian IPSs have markedly different governance and accountability arrangements that extensively involve their local community. Each IPS has a school board that must include staff, parents, business and other community representatives. The chair of the board, along with the principal and the Director General, establish a triennial Delivery and Performance Agreement that outlines the resources the school will receive, support that will be provided, programs to be delivered, and the expected performance and accountability arrangements of the school over the life of the agreement. The chair of the board also endorses the IPS's one-line budgets and business plans, and the board receives quarterly reports from the principal detailing the school's performance against the targets and commitments in the Delivery and Performance Agreement. The board also participates in the triennial independent review by an external government agency of each IPS's performance, with the results being made publicly available.

Another key aspect of the Western Australian IPS initiative is that schools that want to become an IPS have to undergo a rigorous development and selection process to ensure they are adequately prepared for the additional responsibilities that flow from greater autonomy.

The Western Australian initiative is one model of IPS implementation and other states and territories may use alternative models or approaches to achieve similar objectives.

What effect is the Western Australian IPS initiative having on schools?

The initiative was evaluated between 2010 and 2012 by the University of Melbourne in partnership with Murdoch University and Shelby Consulting Pty Ltd.

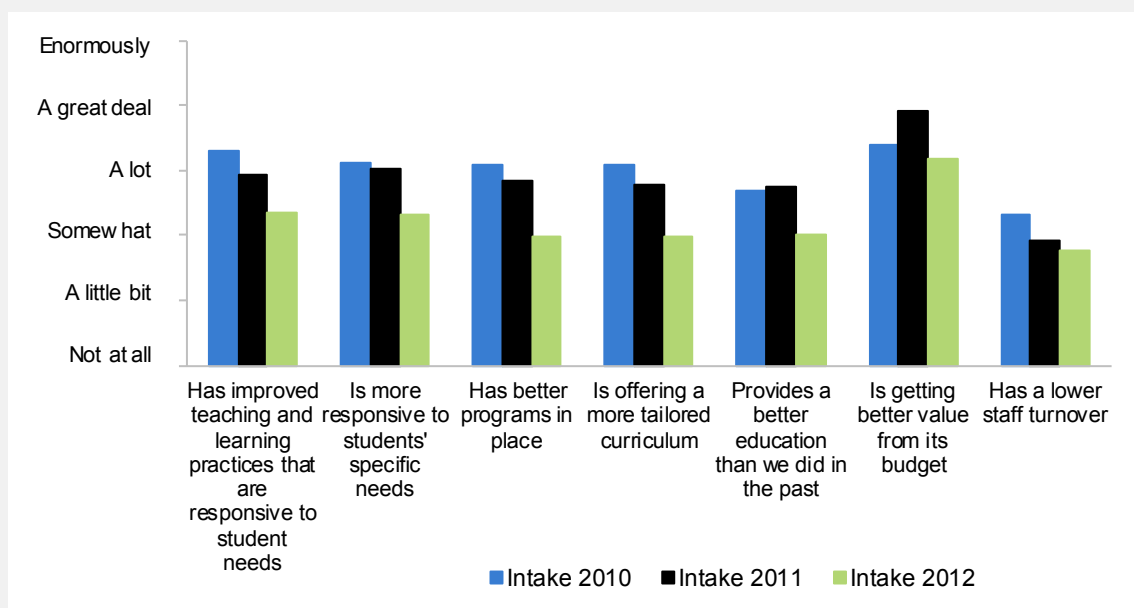
The evaluation report noted that, although it was too soon for the IPS initiative to demonstrate an effect on student outcomes, many of the intended changes to how IPSs operate were occurring and it was creating the foundations for future improvements in student achievement, behaviour and attendance.

(continued next page)

Box 4.1 (continued)

The initiative was found to be empowering and providing greater decision-making power, autonomy and flexibility to IPS principals, teachers and their school communities. As shown in figure 4.1, IPS principals reported higher levels of cost-effectiveness, enhanced functioning of their school and better educational provisions for students since becoming an IPS. The results were consistent with other findings in the evaluation that IPS benefits were generally greater after a transition period during which schools established appropriate systems and processes for operating as IPSs.

Figure 4.1 Principals' responses to introduction of the WA IPS initiative



Teachers at IPSs were also generally positive about the effects of the initiative and reported higher levels of collaboration, a greater sense of autonomy to address students' needs and feeling more professional, accountable and in control.

The evaluation also found that the IPS initiative was acting as a vehicle for whole of system reform, with many of the flexibilities that started in IPSs being extended to other schools, including one-line budgets and greater autonomy regarding staff recruitment and management. On the downside, some survey respondents expressed concern about aspects of the IPS initiative, such as the impact on schools that are not IPSs and staff workloads at IPSs.

The evaluation report is publicly available via: www.education.wa.edu.au.

The experience and outcomes from the Western Australian implementation of IPS are relevant to other jurisdictions given the Australian Government's focus on school autonomy through the Students First policy approach, particularly its Independent Public Schools initiative announced in 2013.

Source: WA Government

Funding

Australian, State and Territory government recurrent expenditure on school education was \$47.9 billion in 2012-13 (table 4.1). Expenditure on government schools was \$36.9 billion, or 76.9 per cent of total government recurrent expenditure on school education. Government schools account for most of the expenditure by State and Territory governments, although these governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools.

Nationally, State and Territory governments provided 87.8 per cent of total government recurrent expenditure on government schools in 2012-13, and the Australian Government provided 12.2 per cent. In contrast, government expenditure on non-government schools in that year was mainly provided by the Australian Government (73.0 per cent), with State and Territory governments providing 27.0 per cent (table 4.1).

More information on funding and expenditure can be found in tables 4A.7–9.

Table 4.1 Government recurrent expenditure on school education, 2012-13 (\$ million)^{a, b, c, d}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Australian Government	1 481	1 011	915	446	342	123	63	114	4 495
State and Territory governments	10 100	6 580	6 934	4 268	2 363	802	695	615	32 358
Total	11 582	7 590	7 849	4 714	2 705	926	758	729	36 853
Non-government schools									
Australian Government	2 521	2 073	1 650	819	639	163	143	87	8 096
State and Territory governments	935	631	638	446	170	55	53	63	2 992
Total	3 456	2 704	2 288	1 264	810	219	197	150	11 088
All schools									
Australian Government	4 002	3 084	2 565	1 265	981	287	206	201	12 592
State and Territory governments	11 035	7 211	7 572	4 713	2 533	858	749	678	35 350
Total	15 038	10 295	10 137	5 978	3 514	1 145	955	880	47 941

^a See notes to table 4A.7 for definitions and other data caveats. Data presented here include notional user cost of capital (UCC) and exclude capital grants. ^b Based on accrual accounting. ^c Totals may not add due to rounding. ^d Depreciation and user cost of capital expenses relating to government schools have been attributed to states/territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with states and territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

Source(s): Education Council (unpublished) *National Schools Statistics Collection* (NSSC); Australian Government Department of Education (unpublished); Australian, State and Territory governments (unpublished); table 4A.7.

This chapter also reports on government funding of non-government schools. Caution should be taken when comparing data on the relative efficiency of government and non-government schools, because governments provide only part of the funding for non-government schools. Governments provided 57.2 per cent of non-government school funding in 2013, with the remaining 42.8 per cent sourced from private fees and fundraising (Australian Government Department of Education unpublished). Section 4.3 contains additional information on government expenditure per student. In 2012-13, State and Territory governments' capital expenditure in government schools was \$1.9 billion (Education Council unpublished). This includes funding from the Australian Government and State and Territory governments.

Size and scope

Descriptive information on the numbers of students, staff and schools can be found in tables 4A.1–6.

Structure

The structure of school education varies across states and territories. These differences can influence the comparability and interpretation of data presented under common classifications. Formal schooling consists of six to eight years of primary school education followed by five to six years of secondary school education, depending on the State or Territory (figure 4.2). All states and territories divide school education into compulsory and non-compulsory components based primarily on age. Schooling is generally full time, although an increasing proportion of part time study occurs in more senior years.

In 2013, the age at which a child's attendance in school education became compulsory was 5 years of age in Tasmania and 6 years of age in all other states and territories (ABS 2014).

Children may commence school at an age younger than the statutory age at which they are required to attend school. Most children commence full time schooling in the year preceding Year 1 (pre-year 1) (figure 4.2). Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years at the beginning of the pre-year 1 commencement year (ABS 2014).

As part of the Compact with Young Australians, COAG implemented a National Youth Participation Requirement (NYPR) (which commenced on 1 January 2010). The NYPR includes:

- a mandatory requirement for all young people to participate in schooling (in school or an approved equivalent) until they complete Year 10

- a mandatory requirement for all young people who have completed Year 10 to participate full time in education, training or employment, or a combination of these activities, until 17 years of age (ABS 2014).

For the purpose of the NYPR, education or training is considered full time if the provider considers the course to be full time or if it includes 25 hours per week of formal course requirements.

Some exemptions from the NYPR continue in line with existing State and Territory practice.

Figure 4.2 Structure of primary and secondary schooling, 2013^{a, b}

Level	NSW, Vic, Tas, ACT ^c , NT	Qld, WA, SA
Year 12	SECONDARY	SECONDARY
Year 11		
Year 10		
Year 9		
Year 8		
Year 7	PRIMARY	PRIMARY
Year 6		
Year 5		
Year 4		
Year 3		
Year 2		
Year 1		
Pre-year 1	Kindergarten (NSW, ACT) Preparatory (Vic, Tas) Transition (NT)	Preparatory (Qld) Pre-primary (WA) Reception (SA) ^d

^a Figure 4.2 refers to the structure utilised in *Schools Australia 2013* (ABS 2014), which is the source for a range of schools, students, participation and retention data in this chapter. ^b Figure 4.2 does not include pre-school programs, otherwise known as Pre-pre-year 1, or Year 1 minus 2, some of which are an integral part of school programs, and some of which are offered by a range of providers in some jurisdictions. Table 3.1 in the Early childhood education and care chapter describes the entry points for the range of part and full time preschool services across states and territories. Box B.3 in the Child care, education and training sector overview describes the structure of education and training more generally. ^c Most ACT students transition to a senior college for years 11 and 12. ^d In SA in 2013 children generally start school at the beginning of the school term following their fifth birthday.

Source: Adapted from ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0.

Schools

At the beginning of August 2013, there were 9393 schools in Australia (6256 primary schools, 1385 secondary schools, 1321 combined schools and 431 special schools). The majority of schools were government owned and managed (70.9 per cent) (table 4.2).

Settlement patterns (population dispersion), the age distribution of the population and educational policy influence the distribution of schools by size and level in different jurisdictions. Nationally, 63.0 per cent of all secondary schools enrolled over 600 students (table 4A.26). A breakdown of primary and secondary schools by size for government, non-government and all schools is reported in tables 4A.24–26 respectively.

Table 4.2 Summary of school characteristics, August 2013

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools										
Primary	no.	1 618	1 130	920	517	368	131	55	63	4 802
Secondary	no.	370	239	182	97	66	38	18	15	1 025
Combined ^a	no.	66	79	90	90	75	25	9	71	505
Special schools ^b	no.	110	78	46	64	18	4	4	5	329
Total	no.	2 164	1 526	1 238	768	527	198	86	154	6 661
Non-government schools										
Primary	no.	489	422	230	149	100	28	25	11	1 454
Secondary	no.	145	97	73	7	19	5	5	9	360
Combined ^a	no.	238	154	158	132	73	31	13	17	816
Special schools ^b	no.	45	20	20	11	3	1	1	1	102
Total	no.	917	693	481	299	195	65	44	38	2 732
All schools										
Primary	no.	2 107	1 552	1 150	666	468	159	80	74	6 256
Secondary	no.	515	336	255	104	85	43	23	24	1 385
Combined ^a	no.	304	233	248	222	148	56	22	88	1 321
Special schools ^b	no.	155	98	66	75	21	5	5	6	431
Total	no.	3 081	2 219	1 719	1 067	722	263	130	192	9 393
Proportion of schools that are government schools										
Primary	%	76.8	72.8	80.0	77.6	78.6	82.4	68.8	85.1	76.8
Secondary	%	71.8	71.1	71.4	93.3	77.6	88.4	78.3	62.5	74.0
Combined ^a	%	21.7	33.9	36.3	40.5	50.7	44.6	40.9	80.7	38.2
Special schools ^b	%	71.0	79.6	69.7	85.3	85.7	80.0	80.0	83.3	76.3
All schools	%	70.2	68.8	72.0	72.0	73.0	75.3	66.2	80.2	70.9
Proportion of schools that are primary schools										
Government	%	74.8	74.0	74.3	67.3	69.8	66.2	64.0	40.9	72.1
Non-government	%	53.3	60.9	47.8	49.8	51.3	43.1	56.8	28.9	53.2
All schools	%	68.4	69.9	66.9	62.4	64.8	60.5	61.5	38.5	66.6

^a Combined primary and secondary schools. ^b Special schools provide special instruction for students with a physical and/or mental disability/impairment, or with social problems. Students must exhibit one or more of the following characteristics before enrolment is allowed: mental or physical disability or impairment, slow learning ability, social or emotional problems, and in custody, on remand or in hospital.

Source: ABS (2014 and unpublished) *Schools Australia 2013*, Cat. no. 4221.0; tables 4A.1–3.

Student body

There were 3.6 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2013 (see section 4.6 for a definition of FTE student). Nationally, 48.9 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (58.5 per cent) than in secondary schools (41.5 per cent) (table 4.3). Differences in schooling structures influence enrolment patterns. Primary school education in Queensland, WA and SA, for example, includes year 7, whereas all other jurisdictions include year 7 in secondary school (figure 4.2). The proportion of students enrolled in primary school education can be expected to be higher in jurisdictions that include year 7 in primary school (table 4.3).

Nationally, the proportion of FTE students enrolled in government schools was 65.1 per cent. A higher proportion of FTE students was enrolled in government schools at primary level (68.9 per cent) than at secondary level (59.6 per cent) (table 4.3).

Table 4.3 FTE student enrolments, August 2013^{a, b}

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total FTE student enrolments at level of education										
Primary schools	('000)	647.2	490.1	473.3	251.0	160.5	43.6	34.0	24.2	2123.9
Secondary schools	('000)	507.0	392.6	291.0	134.7	101.9	36.8	29.3	16.2	1509.6
All schools	('000)	1154.2	882.7	764.3	385.7	262.3	80.4	63.3	40.5	3633.4
Proportion of FTE students who were enrolled in government schools										
Primary schools	%	69.3	67.4	70.0	70.0	66.2	73.0	60.6	77.8	68.9
Secondary schools	%	60.5	57.1	61.3	58.0	60.3	67.1	53.8	65.2	59.6
All schools	%	65.4	62.9	66.7	65.8	63.9	70.3	57.4	72.7	65.1
Proportion of FTE students who were female (all schools)										
Primary schools	%	48.6	48.7	48.4	48.7	48.7	48.8	48.6	48.9	48.6
Secondary schools	%	49.3	49.3	49.4	48.9	49.4	49.2	49.6	48.6	49.3
All schools	%	48.9	48.9	48.8	48.8	49.0	49.0	49.1	48.8	48.9
Proportion of FTE students who were enrolled in primary education, by sector										
Government schools	%	59.4	59.6	65.0	69.2	63.3	56.3	56.6	64.0	61.9
Non-government schools	%	49.7	48.7	55.8	57.1	57.3	49.3	49.7	48.8	52.0
All schools	%	56.1	55.5	61.9	65.1	61.2	54.2	53.7	59.9	58.5

^a Students enrolled in special schools are included, with special school students of primary school age and/or year level included in the primary figures and those of secondary school age and/or year level included in the secondary figures. ^b Results of calculations may vary from the table due to rounding differences.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; tables 4A.1–4.

Total full time student enrolments in schools in Australia were relatively stable from 2009 to 2013, increasing by 1.2 per cent each year (table 4A.28). Full time school students represented 15.7 per cent of the Australian population in 2013 (table 4A.5).

The proportion of full time students enrolled in non-government schools increased between 2009 and 2013 in all states and territories. Full time non-government school enrolments increased by 1.7 per cent per year, while full time government school enrolments increased by an average of 0.9 per cent per year (table 4A.28). The expansion of full time enrolments in non-government schools was from a lower base than that for government schools. In absolute terms, the number of full time students in government schools increased from 2 273 906 in 2009 to 2 355 715 in 2013. The number of full time students in non-government schools increased from 1 187 567 in 2009 to 1 268 890 in 2013 (table 4A.27).

Part time students form a significant proportion of secondary school enrolments in some jurisdictions (table 4.4). Part time courses are available to secondary students, including mature age students attending colleges and those studying years 11 or 12 or short courses (lasting five to 22 weeks). The proportion of secondary school students who were enrolled part time in 2013 varied considerably across jurisdictions, partly because jurisdictions' education authorities have different policy and organisational arrangements for part time study, as well as different definitions of what constitutes part time study. The number of part time courses available also varied considerably across jurisdictions.

Table 4.4 Part time secondary school students in government schools

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	
Part time secondary school students in government schools ^a										
2009	no.	1 857	2 839	2 926	952	6 330	1 955	6	211	17 076
2010	no.	1 956	2 701	3 155	2 089	6 135	2 143	6	42	18 227
2011	no.	1 915	2 252	3 385	2 000	4 059	2 463	46	228	16 348
2012	no.	2 288	2 382	3 901	1 871	2 804	2 344	47	207	15 844
2013	no.	2 292	2 453	4 253	1 650	2 284	1 169	84	134	14 319
Proportion of secondary school students in government schools who were part time students ^b										
2009	%	0.6	1.2	1.7	1.2	9.7	7.4	–	2.0	1.9
2010	%	0.6	1.2	1.8	2.8	9.3	7.9	–	0.4	2.0
2011	%	0.6	1.0	1.9	2.6	6.3	9.1	0.3	2.1	1.8
2012	%	0.7	1.1	2.2	2.4	4.4	8.7	0.3	1.9	1.7
2013	%	0.7	1.1	2.3	2.1	3.6	4.7	0.5	1.3	1.6

^a Number of part time secondary students. ^b Number of part time secondary students divided by number of full time and part time secondary students. – Nil or rounded to zero.

Source: ABS (2014 and unpublished) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.1.

Special needs groups

Some groups of students in school education have been identified as having special needs. These special needs groups include:

- Aboriginal and Torres Strait Islander students
- students from language backgrounds other than English (LBOTE)
- students with disability
- geographically remote students
- students from families of low socio-economic status.

Government schools provide education for a high proportion of students from special needs groups. In 2013, 84.4 per cent of Indigenous students and 76.0 per cent of students with disability attended government schools (tables 4A.29 and 4A.31). Further information on student body mix in government, non-government and all schools is in tables 4A.32–34.

Aboriginal and Torres Strait Islander students

The number and proportion of full time students who identify as Aboriginal and Torres Strait Islander varies greatly across jurisdictions (table 4.5). In all jurisdictions, the proportion of full time Aboriginal and Torres Strait Islander students was much higher in government schools than in non-government schools. Nationally, the proportion of full time students who identified as Aboriginal and Torres Strait Islander was 6.5 per cent in government schools and 2.3 per cent in non-government schools in 2013 (table 4.5).

Table 4.5 Aboriginal and Torres Strait Islander full time students, 2013

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander full time students ^a										
Government schools	('000)	49.2	10.4	45.2	20.7	9.4	4.9	1.2	13.1	154.1
Non-government schools	('000)	8.6	1.7	8.6	3.9	1.2	1.0	0.4	3.2	28.6
All schools^b	('000)	57.7	12.1	53.8	24.6	10.6	5.9	1.6	16.3	182.6
Aboriginal and Torres Strait Islander full time students as a proportion of all full time students										
Government schools	%	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Non-government schools	%	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
All schools	%	5.0	1.4	7.1	6.4	4.1	7.4	2.5	40.4	5.0

^a Students counted as Aboriginal and Torres Strait Islander are those who have identified as being of Aboriginal and Torres Strait Islander origin. It is possible that the number of Aboriginal and Torres Strait Islander students may be under-represented in some jurisdictions. ^b Totals may not add as a result of rounding.

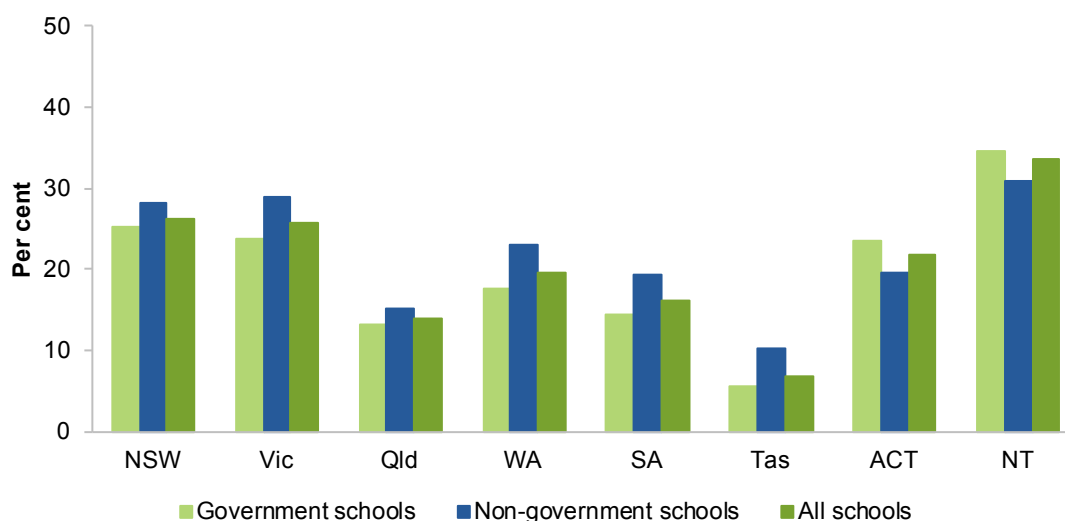
Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.29.

Students from language backgrounds other than English

The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) 2011 Census of Population and Housing (Australian Government Department of Education, unpublished). Students are counted as having a LBOTE if their home language is not English or if they (or at least one parent) were born in a non-English speaking country.

The proportion of students with a LBOTE in government and non-government schools varied across jurisdictions in 2011 (figure 4.3).

Figure 4.3 Students from a language background other than English as a proportion of all students, 2011^{a, b}



^a Numbers of LBOTE students are sourced from the 2011 Census of Population and Housing, and data on all full time students are sourced from the ABS Schools Australia collection. ^b See table 4A.30 for details of LBOTE definitions.

Source: Australian Government Department of Education (unpublished) based on the ABS 2011 Census of Population and Housing; ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.30.

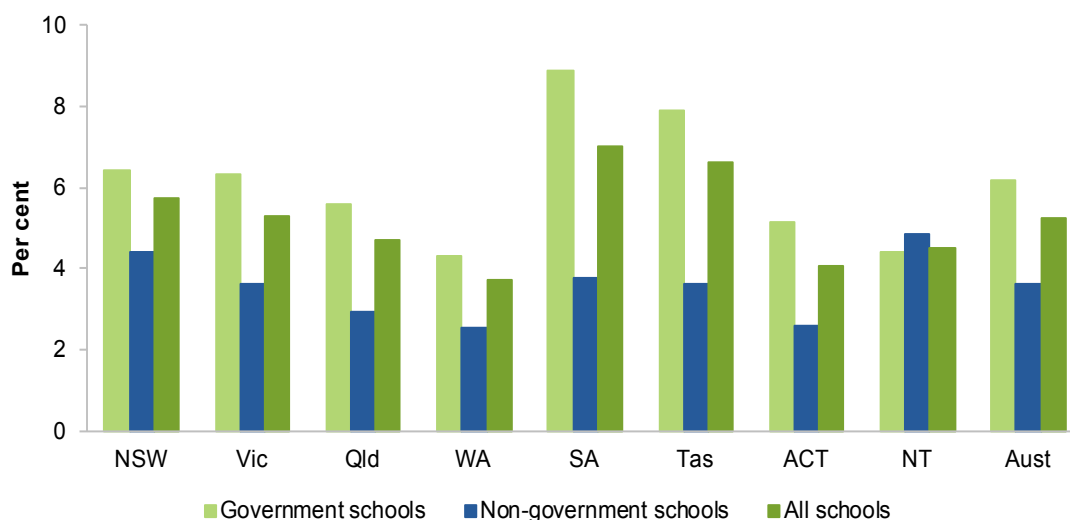
Students with disability

Students with disability are educated in both mainstream and special schools. Students with disability are those students who satisfy the criteria for enrolment in special education services or programs provided in the State or Territory in which they are enrolled. These criteria vary across jurisdictions.

Nationally in 2013, the proportion of students with disability for all schools was 5.3 per cent and significantly higher in government schools (6.2 per cent), than in non-government schools (3.6 per cent) (figure 4.4). Information regarding attainment and

participation for students with disability, based on the ABS 2009 Survey of Education and Training and the 2011 Census of Population and Housing, are included in the attachment to the Services for people with disability chapter of this Report (tables 14A.150–153).

Figure 4.4 Funded students with disability as a proportion of all students, 2013^{a, b, c}



^a The ABS total student data refer to the number of full time students (not FTE students). ^b To be an eligible student with disability, the student (among other things) must satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides. Data should be used with caution as these criteria vary across jurisdictions; for example, SA data include a large number of students in the communication and language impairment category. This subset of students is not counted by other states and territories under funded students with disability, as these jurisdictions fund these students with other specific programs. ^c Excludes Full Fee Paying Overseas students and students on Christmas and Cocos Islands from both the government and non-government sectors.

Source: Australian Government Department of Education (unpublished); ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.31.

Geographically remote students

Identification of geographically remote students is based on the school location according to the metropolitan zone, provincial zone, remote areas and very remote areas as defined in the former MCEETYA (now replaced by Education Council) agreed classification (see section 4.6 for a definition of the geographic classification used).² The

² To investigate the possibility that these data may understate the proportion of students in remote areas as a result of relying on school location rather than students' home location, the 2001 MCEETYA data were compared with data derived from the 2001 Census. The two data sets were found to be similar, except that Tasmania had about one third more remote area students in the Census data. This result may be indicative for the data in this Report.

proportion of students enrolled in schools in remote areas varies greatly across jurisdictions (table 4.6).

Nationally in 2013, the proportion of students enrolled in schools in remote areas was 1.4 per cent, twice as high in government schools (1.6 per cent) than in non-government schools (0.8 per cent). Nationally, the proportion of students enrolled in schools in very remote areas was 0.8 per cent, over three times as high in government schools (1.1 per cent) than in non-government schools (0.3 per cent) (table 4.6).

Table 4A.35 includes data relating to students enrolled in primary and secondary schools located in metropolitan and provincial zones, as well as in remote and very remote areas.

Table 4.6 Students enrolled in schools in remote and very remote areas as a proportion of all students, 2013 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote areas									
Government schools	0.5	0.1	2.0	5.4	3.4	0.8	..	16.4	1.6
Non-government schools	0.2	–	0.8	1.9	1.4	0.4	..	28.5	0.8
All schools	0.4	0.1	1.6	4.2	2.7	0.7	..	19.7	1.4
Very remote areas									
Government schools	0.1	..	1.5	2.9	1.2	0.4	..	29.1	1.1
Non-government schools	–	..	0.3	1.2	0.1	–	..	12.5	0.3
All schools	0.1	..	1.1	2.3	0.8	0.3	..	24.5	0.8

^a Proportions are based on school sector (for example, students in government schools in remote areas as a proportion of all government school students). ^b Victoria has no very remote areas. The ACT has no remote or very remote areas. ^c Values in this table may differ slightly from data reported in the National Schools Statistics Collection (NSSC) as the Australian Government Department of Education has generated this table using student enrolments whose region status has been identified at the campus level rather than at the school level, as is done in the NSSC. Also, the Australian Government Department of Education has allocated all campuses to a region; therefore, unlike the NSSC, there is no 'not stated' category in these tables. The totals reported in this table align with the NSSC. .. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished); table 4A.35.

Students from families of low socio-economic status

A range of measures by socio-economic status, such as learning outcomes by parental occupation and parental education, are included in this Report. Approximately 1700 schools in Australia (over 17 per cent of all schools) were identified to participate in the Smarter Schools National Partnership for Low Socio-economic Status School Communities. These disadvantaged schools were identified using the ABS Index of Relative Socio-economic Disadvantage (IRSD), based on student address or school location. Further measures of socio-economic status are being developed.

4.2 Framework of performance indicators

This chapter provides performance information on the equity, effectiveness and efficiency of government expenditure on all schools in Australia.

Governments own and operate government schools, and have a direct interest in the equity, efficiency and effectiveness of their operation. In addition, governments are committed to providing access to education for all students and contribute to the funding of non-government schools. However, this chapter does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

Box 4.2 describes the educational goals for young Australians, agreed by education Ministers in the Melbourne Declaration. Commitments to action by governments in eight inter-related areas are also included in the Melbourne Declaration (MCEETYA 2008).³

Box 4.2 National goals for schooling in the 21st century

In December 2008, the MCEETYA endorsed the following national goals for school education.

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens.

Source: Adapted from MCEETYA (2008).

The performance of school education is reported against the indicator framework in figure 4.5. This framework reflects the objectives in box 4.2, and is aligned with the NEA and National Indigenous Reform Agreement (NIRA).

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

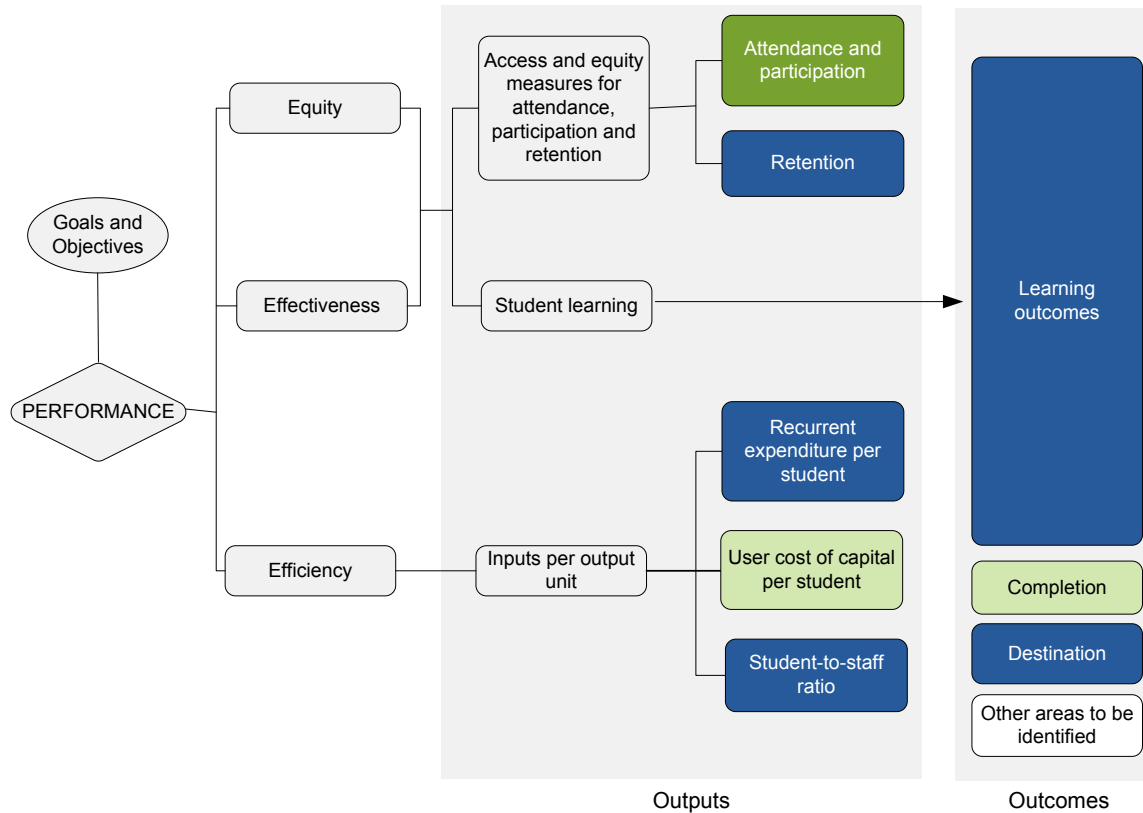
³ The Melbourne Declaration replaced the Adelaide Declaration (MCEETYA 1999), released in 1999. Some years of data reported in this chapter coincide with the operation of the Adelaide Declaration. However, the performance indicators reported are consistent with both the Adelaide and Melbourne Declarations.

The NEA covers the area of school education, and education and training indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Aboriginal and Torres Strait Islander Australians. Both agreements include sets of performance indicators. The Steering Committee collates NIRA performance information for analysis by the Department of Prime Minister and Cabinet. Performance indicators reported in this chapter are aligned with school education performance indicators in the most recent version of the NEA, where relevant.

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services. Results are also affected by the broader education environment (for example, availability of employment and further educational alternatives and population movements).

The Report's Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status).

Figure 4.5 School education performance indicator framework



Key to indicators*

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

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

4.3 Key performance indicator results

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education. The performance indicator framework shows which data are comparable in the 2015 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and data completeness from a Report-wide perspective (chapter 1, section 1.6).

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators, in addition to material in

the chapter or sector overview and attachment tables. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and key data gaps and issues identified by the Steering Committee. All DQI for the 2015 Report can be found at www.pc.gov.au/rogs/2015.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity and effectiveness

Attendance and participation

'Attendance and participation' is an indicator of governments' objective to develop fully the talents and capacities of young people through equitable access to, and participation in, education and learning, to complete school education to year 12 or its equivalent (box 4.3). National and international research confirms a link between attendance and student achievement, although numerous interrelated factors influence attendance and achievement in complex ways.

In addition, attendance and participation rates for special needs groups are an indication of the equity of access to school education (box 4.3).

Box 4.3 Attendance and participation

Attendance and participation' is defined by four measures.

Attendance

- The number of actual full time equivalent 'student days attended' over the collection period as a percentage of the total number of possible student days attended over the collection period. A high student attendance rate is desirable.

Data on student attendance are collected for each State and Territory by school sector (government, Catholic and independent), sex, year level (1–10) and Indigenous status (Aboriginal and Torres Strait Islander and non-Indigenous students).

Data reported for this measure are:

- not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

It is intended to measure student attendance over a single consistent time period (the first semester) for all schools. However, current reporting against the measure is transitional, with most jurisdictions providing government school data for the first semester. Non-government schools also provide data for the first semester.

Participation

- The total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) as a proportion of the estimated resident population of the same age. Data are provided for Aboriginal and Torres Strait Islander students, non-Indigenous students and all students
 - Comparability issues may occur when rates utilise data from composite sources. This measure uses a numerator from the National Schools Statistics Collection and a denominator of Estimated Resident Population (an aggregate derived data series compiled from the Census of Population and Housing, the Census Post Enumeration Survey and administrative data to measure components of population change over time).
 - When developing a measure using data from different sources, significant data comparability issues can emerge that may affect the accuracy of the indicator. These differences can have apparently implausible or unexpected effects — for example, producing an estimate significantly greater than 100 per cent of the population with a particular attribute. These effects are particularly apparent where a cohort is small and the phenomena being measured applies to close to 100 per cent of the population.
- The number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14-19 year olds.

A higher or increasing participation rate suggests an improvement in educational outcomes through greater access to school education. Participation rates in school education need to be interpreted with care, because rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate. The rate is comparable over time within a jurisdiction, but may not be directly comparable across jurisdictions where there are differences in the age/grade structure.

(continued next page)

Box 4.3 (continued)

- The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at Australian Qualifications Framework (AQF) Certificate II or above.

These measures do not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the Child care, education and training sector overview.

Data reported for these three measures are

- comparable (subject to caveats) across jurisdictions and over time.
- complete for the current reporting period (subject to caveats). All required 2012 and 2013 data are available for all jurisdictions providing the service.

Care should be exercised in relation to the data for Aboriginal and Torres Strait Islander students, particularly in some jurisdictions and in the non-government sectors, due to small population sizes.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

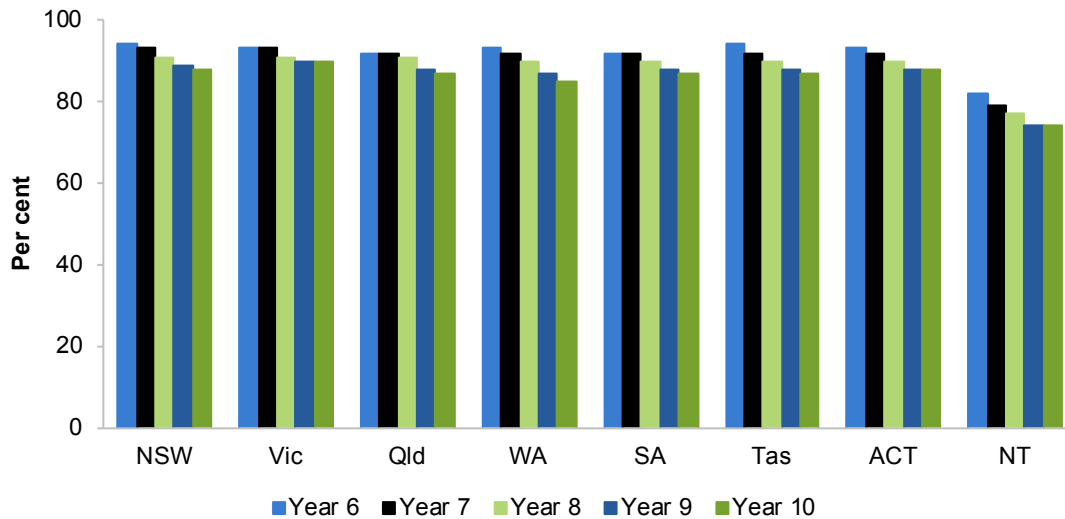
Attendance

School attendance is measured in a specific collection period during the school year (see box 4.3 for details), and results may not be representative of school attendance throughout the school year.

For all students in 2013, attendance was relatively stable across years 1–5. In general, from year 6 attendance gradually declined to year 10 (typically the end of compulsory schooling) (tables 4A.197–202).

For government schools, the total student attendance rate ranged from 74 per cent to 95 per cent across year levels and jurisdictions (figure 4.6 and table 4A.197).

Figure 4.6 **Student attendance rate, all students, government schools, 2013^a**



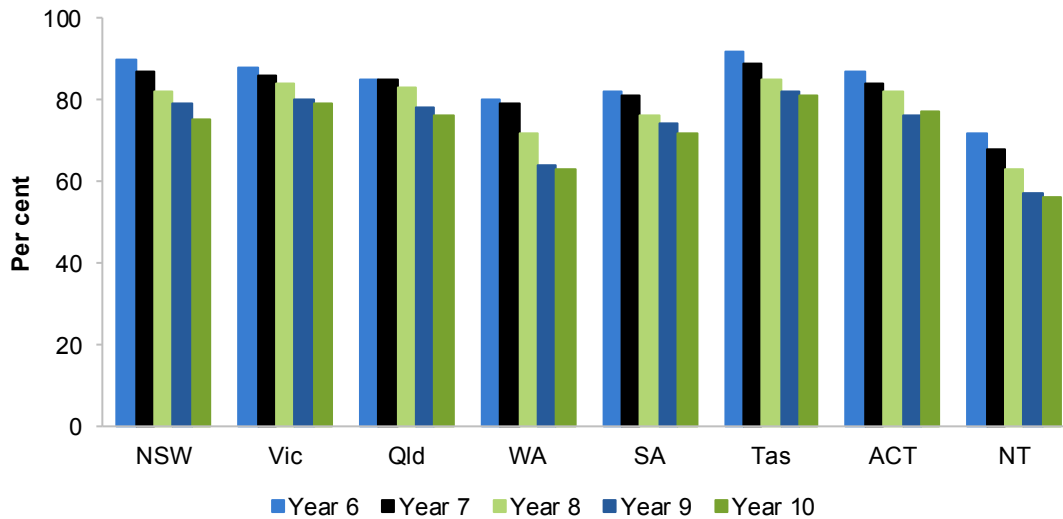
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.197.

Data on student attendance rates for all school sectors, disaggregated by sex, are available in tables 4A.197, 4A.199 and 4A.201.

Non-Indigenous students in government schools had higher attendance rates than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions (figure 4.7 and table 4A.198). The differences varied across states and territories. A similar pattern to the government schools was observed for non-government schools (independent and catholic schools) in most jurisdictions (tables 4A.200 and 4A.202).

Figure 4.7 **Student attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2013^a**



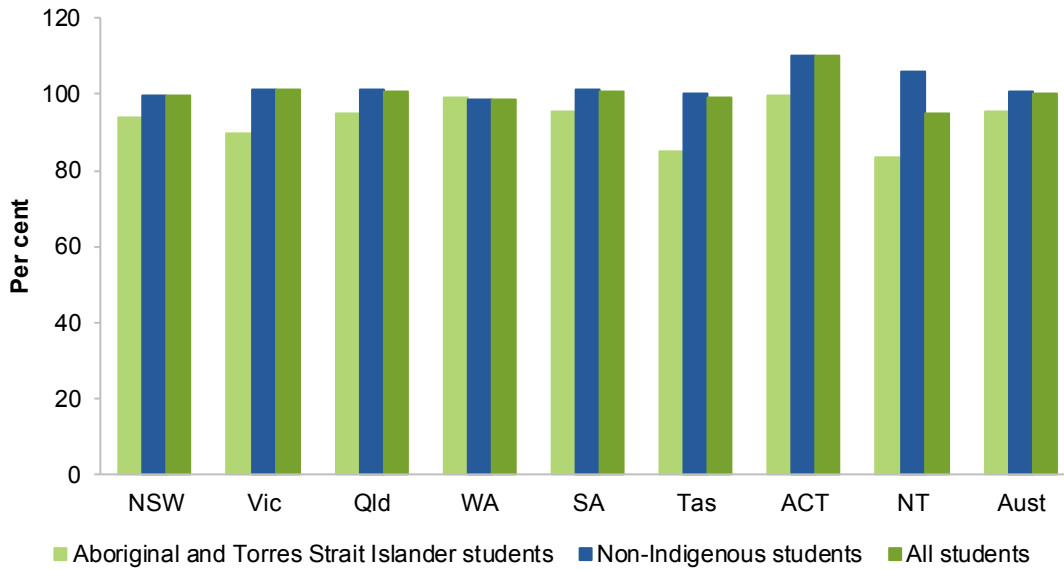
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: ACARA (unpublished); table 4A.198.

Participation — proportion of children aged 6–15 years enrolled in school

Nationally, 100.3 per cent of children aged 6–15 years were enrolled (either full or part time) in school in 2013 (figure 4.8). (See box 4.3 for an explanation of rates above 100 per cent). The proportion of 6–15 year old Aboriginal and Torres Strait Islander students enrolled was 95.4 per cent and 100.7 per cent of non-Indigenous 6–15 year old students were enrolled.

Figure 4.8 Proportion of children aged 6–15 years enrolled in school, 2013^{a, b}



^a Data are based on estimated residential population derived from the 2011 Census of Population and Housing. See footnotes to table 4A.183 for further information on derivations of population figures.

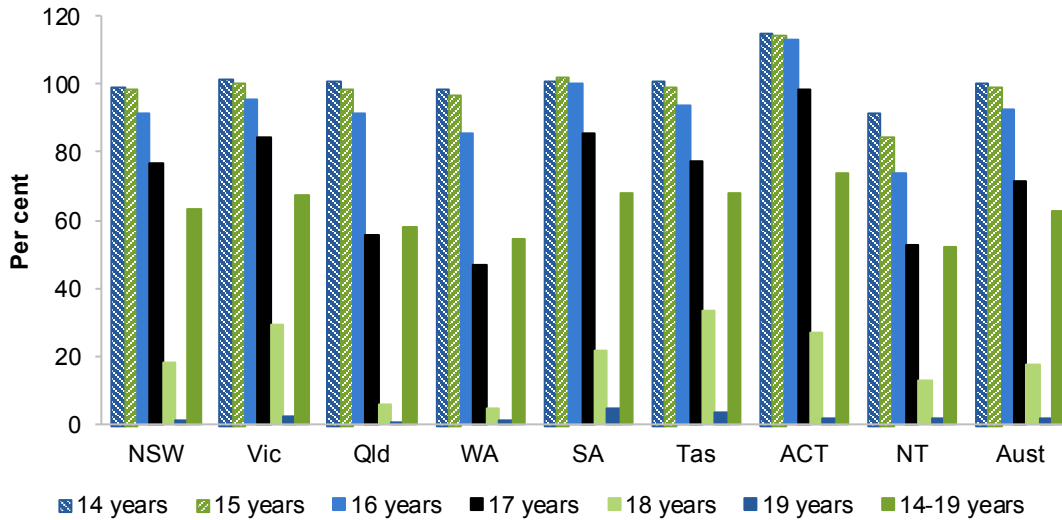
^b Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. Proportions that exceed 100 per cent may reflect disparities between the sources of data for students and the residential population, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction. In particular, enrolment rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT. As a result of the relative sizes of the populations this has a larger effect on the ACT rates than the NSW rates. This is referred to as cross-border enrolment. See table 4A.183 for further details.

Data source: ABS (2014) *Schools Australia, 2013*, Cat. no. 4221.0; ABS (2013) *Population by Age and Sex, Australian States and Territories, June 2013*, Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 4A.183.

Participation — 14–19 year olds enrolled in school

Nationally, 62.7 per cent of 14–19 year olds were enrolled in schools in 2013 (figure 4.9). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age and sex (figure 4.9 and table 4A.184). School participation rates for females (63.1 per cent) were slightly higher than those for males (62.2 per cent) (table 4A.184). Data for 14–19 year olds from 2004 to 2013 are included in table 4A.185.

Figure 4.9 **School participation rate of people aged 14–19 years in school education, all schools, 2013** ^{a, b, c}



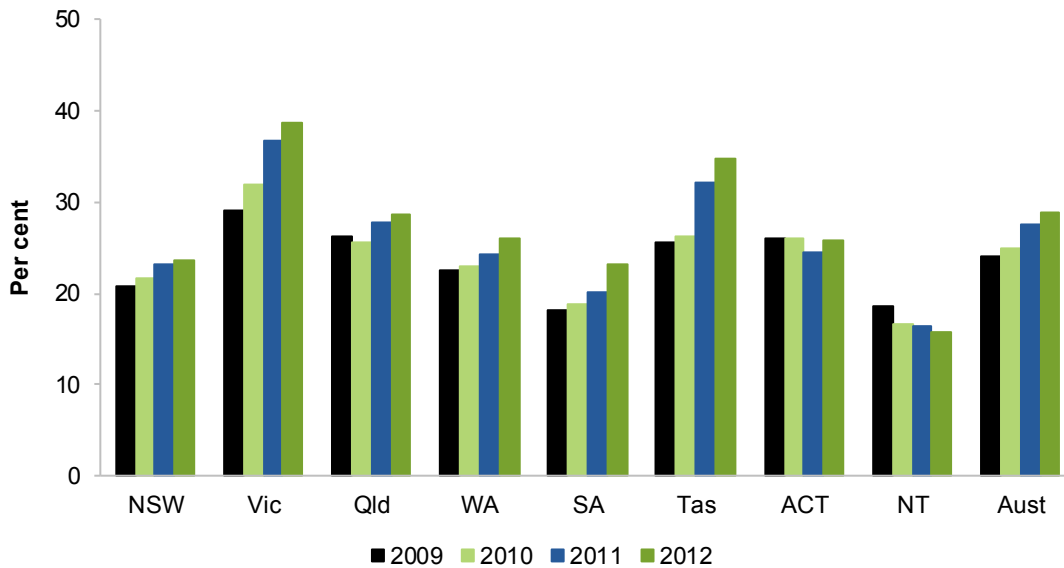
^a Proportion of the population who were enrolled as full time or part time students in August 2013.
^b Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be enrolled in a different jurisdiction to their place of residence. ^c Different school commencement ages across some states and territories may affect comparisons across jurisdictions.

Data source: ABS (2014) *Schools Australia 2013*, ABS *Schools Australia* (unpublished); Cat. no. 4221.0; table 4A.184.

Participation — achievement of VET competencies

In 2012, 242 300 young people were undertaking VET in Schools programs (NCVER 2013). The proportion of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above was 28.8 per cent nationally in 2012 (figure 4.10). This proportion includes both VET in Schools students and school-aged students who have left school but are still engaged in education through a campus of TAFE or other VET Registered Training Organisation (RTO).

Figure 4.10 Proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above



Source: NCVET, *National VET Provider Collection* (various years); NCVET, *National VET in Schools Collection* (various years); ABS *Australian Demographic Statistics*, (various years) (Cat. no. 3101.0); table 4A.196.

Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that all students have access to high quality education and training necessary to complete education to year 12 or its equivalent (box 4.4).

Box 4.4 **Retention**

Retention' (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling at year 7 or 8, or at year 10). Data are reported for:

- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 10
- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 12
- the proportion of year 10 students continuing to year 12.

Data are reported for all students, Aboriginal and Torres Strait Islander and non-Indigenous students, and for students in government and non-government schools.

A higher or increasing apparent retention rate suggests that a larger proportion of students are continuing to participate in school education, which is likely to result in improved educational outcomes.

This indicator does not include part time students or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways.

The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, not by tracking the retention of individual students. Care needs to be taken in interpretation because the apparent retention rate does not take account of factors such as:

- students repeating a year of education or returning to education after a period of absence
- movement or migration of students between school sectors, between states/territories and between countries
- the impact of full fee paying overseas students.

These factors may lead to apparent retention rates that exceed 100 per cent.

Data reported for all measures in this indicator are:

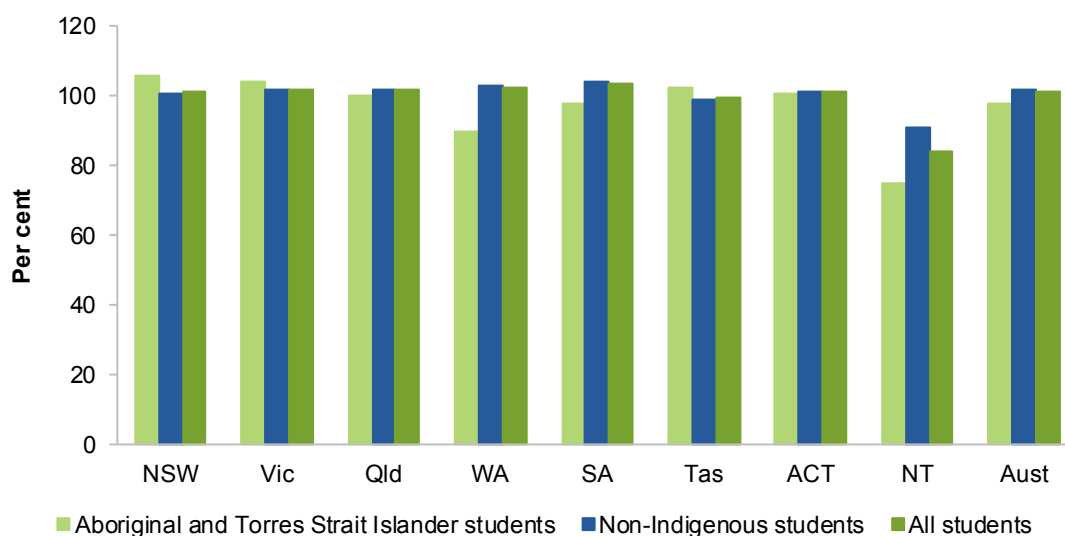
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

In most jurisdictions, in 2013, apparent retention rates from the commencement of secondary school at year 7 or 8 (figure 4.2 shows the starting years across jurisdictions) to year 10, were 99 per cent to 104 per cent, with a national rate of 101.5 per cent (figure 4.11). Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and students repeating years. High rates are to be expected, because normal year level progression means students in year 10 are generally of an age at which schooling is compulsory.

Retention rates for Aboriginal and Torres Strait Islander students provide one measure of the equity of access to schooling. Retention rates to year 10 for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students and all students in some jurisdictions, with a national retention rate for Aboriginal and Torres Strait Islander students of 98.1 per cent, 3.6 percentage points lower than that for non-Indigenous students and 3.4 percentage points lower than that for all students (figure 4.11).

Figure 4.11 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2013^{a, b, c, d, e}**

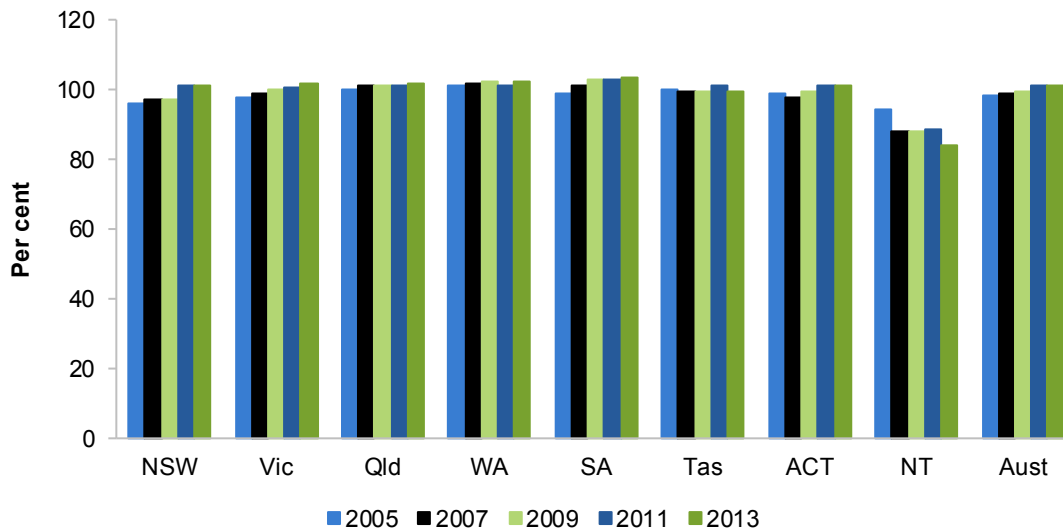


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and students repeating years. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates. ^e Some students' Indigenous status is not stated. Consequently, the number of Aboriginal and Torres Strait Islander students counted in the Aboriginal and Torres Strait Islander rates may be under-represented in some jurisdictions. Students for whom Indigenous status is not stated are included in the data for 'non-Indigenous students', and are included in the data for 'all students'.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.186.

The national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 (figure 4.2 shows the differences across jurisdictions) to year 10 for all full time students was 98.3 per cent in 2005, rising to 99.8 per cent in 2009 and 101.5 per cent in 2013 (figure 4.12). Data for intervening years and by Indigenous status are in table 4A.188. Data for government schools and non-government schools are in tables 4A.189 and 4A.190.

Figure 4.12 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools^{a, b, c, d}**



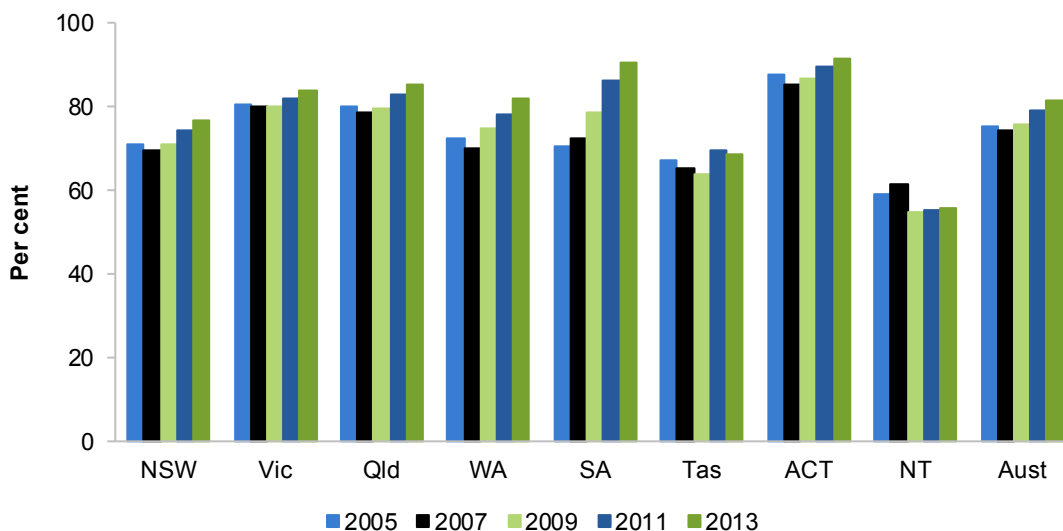
^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT (which had a high proportion of ungraded students prior to 2008). ^d Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and students repeating years.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.188.

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 (figure 4.2 shows the differences across jurisdictions) to year 12, for all full time students was 75.3 per cent in 2005, rising to 81.6 per cent in 2013 (figure 4.13). Data for intervening years and by Indigenous status are in table 4A.188. Data for government schools and non-government schools are in tables 4A.189 and 4A.190.

Retention rates from year 7 or 8 to year 12 for Aboriginal and Torres Strait Islander students in all schools were lower than those for non-Indigenous students and all students in all jurisdictions in 2013, with a national retention rate for Aboriginal and Torres Strait Islander students of 55.1 per cent, 27.8 percentage points lower than that for non-Indigenous students (82.9 per cent) and 26.5 percentage points lower than that for all students (81.6 per cent) (table 4A.188).

Figure 4.13 **Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools^{a, b, c}**



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT (which had a high proportion of ungraded students prior to 2008).

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.188.

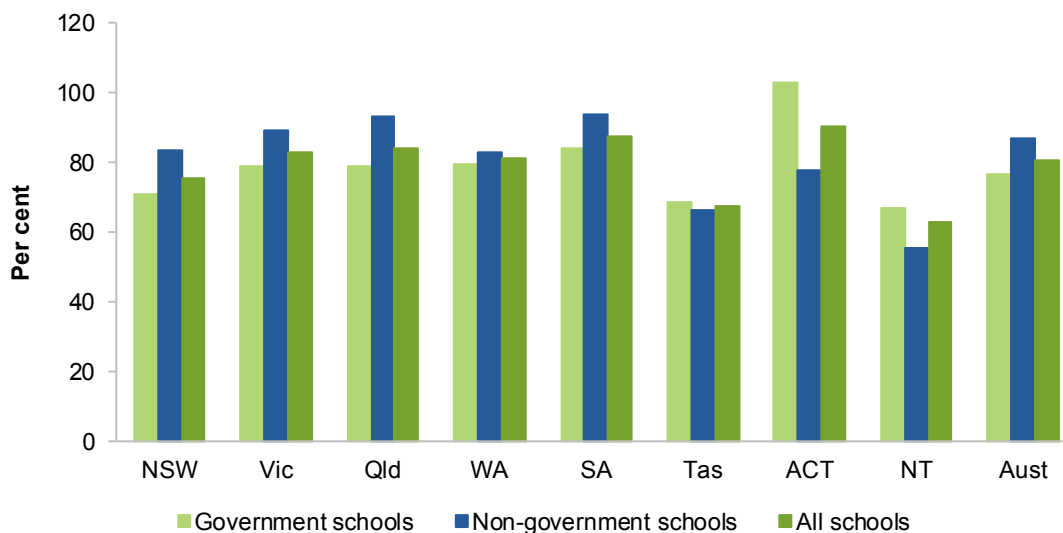
The apparent rate of retention from year 10 to year 12 has been derived by expressing the number of full time school students enrolled in year 12 in 2013 as a proportion of the number of full time school students enrolled in year 10 in 2011.

Factors affecting apparent retention can combine to result in a year 12 cohort that is substantially different in composition from the corresponding year 10 cohort — for example:

- in SA, if part time students for all schools are included in the 2013 year 12 total, then the apparent retention rate becomes 93.4 per cent, compared with 87.8 per cent for full time students only (table 4A.187)
- young people may choose to complete their post compulsory education in the TAFE system rather than continue at school, and may do so after periods of time spent away from the formal education system.

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 80.7 per cent in 2013. The rate for government schools was 76.7 per cent, and for non-government schools was 87.0 per cent. The apparent retention rates for both government schools and non-government schools varied across jurisdictions (figure 4.14).

Figure 4.14 **Apparent retention rate from year 10 to year 12, full time secondary students, 2013^{a, b, c, d}**



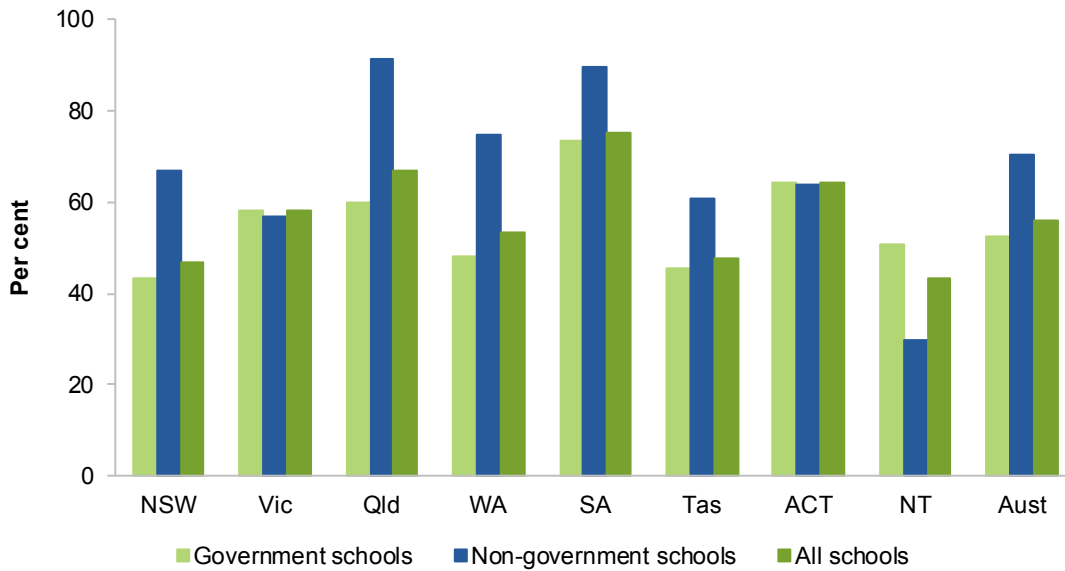
^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and government and non-government schools after the base year. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.187.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Aboriginal and Torres Strait Islander students in 2013 were consistently lower than rates for all students but varied across jurisdictions (figures 4.14 and 4.15). In interpreting Aboriginal and Torres Strait Islander apparent retention rates, it should be noted that, nationally, 1.9 per cent of Aboriginal and Torres Strait Islander students left school before year 10 (figure 4.11 and table 4A.186), and so are not included in the base year for retention from year 10 to year 12. Further, Aboriginal and Torres Strait Islander students made up 6.5 per cent of all students in government schools compared with 2.3 per cent in non-government schools and some jurisdictions have very low numbers of Aboriginal and Torres Strait Islander students (table 4.5).

Nationally, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools in 2013 was 55.8 per cent (figure 4.15), compared with 81.9 per cent for non-Indigenous students (table 4A.188). However, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools has risen from 45.3 per cent in 2005, with the gap between Aboriginal and Torres Strait Islander students and non-Indigenous students decreasing from 32.2 percentage points in 2005 to 26.1 percentage points in 2013 (table 4A.188).

Figure 4.15 **Apparent retention rates from year 10 to year 12, Aboriginal and Torres Strait Islander full time secondary students, 2013^{a, b, c, d}**

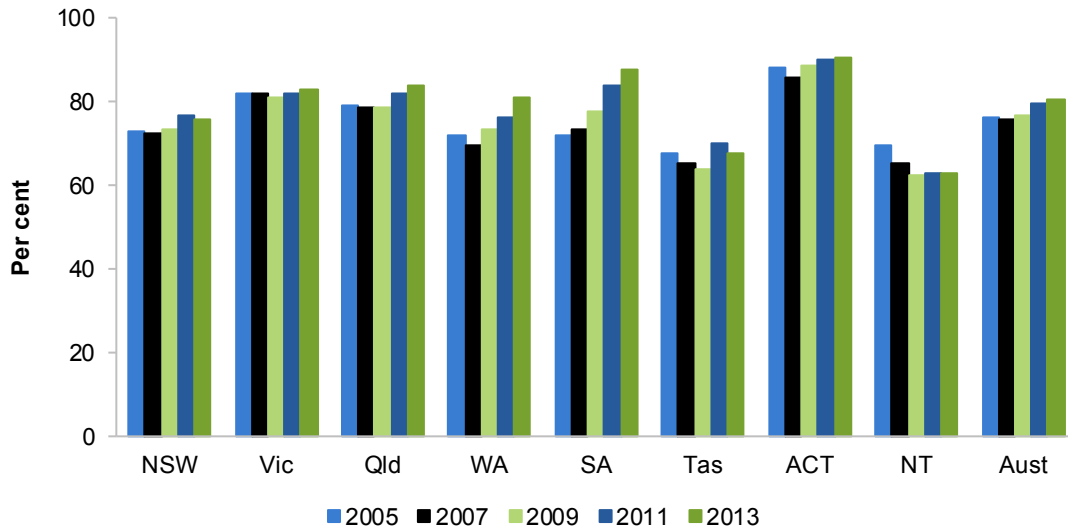


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see tables 4A.188–190). ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. ^d Some students' Indigenous status is not stated. Consequently, in these rates Aboriginal and Torres Strait Islander students may be under-represented in some jurisdictions.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; tables 4A.188–190.

Nationally, apparent rates of retention for all full time students from year 10 to year 12 rose slightly from 76.5 per cent in 2005 to 80.7 per cent in 2013 (figure 4.16). Data for intervening years and by Indigenous status are in table 4A.188. Data for government schools and non-government schools are in tables 4A.189 and 4A.190.

Figure 4.16 **Apparent retention rates from year 10 to year 12, full time secondary students, all schools^{a, b, c}**



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT (which had a high proportion of ungraded students prior to 2008).

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.188.

Efficiency

Governments have an interest in achieving the best results from their expenditure on schooling, both as owners and operators of government schools, and as major providers of funds to the non-government school sector. An objective of the Steering Committee is to publish comparable estimates of costs. Ideally, such comparison should include the full range of costs to government. Where the full costs cannot be measured, estimating costs on a consistent basis is the best approach. Table 4A.21 shows the treatment of assets by school education agencies. Table 4A.11 shows information on the comparability of the source expenditure data for government schools used for this chapter. Box 4.5 includes information on identification and allocation of funding for the Report.

Box 4.5 School expenditure data reported in this chapter

Efficiency indicators in this chapter (years 2008-09 to 2012-13) are based on financial year recurrent expenditure on government and non-government schools by the Australian Government and State and Territory governments. Capital expenditure is generally excluded, but as the National Schools Specific Purpose Payment (SPP) cannot be separated into capital and recurrent expenditure, the SPP is treated as recurrent expenditure in this chapter. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.

Sources of data — government recurrent expenditure on government schools

Total recurrent expenditure on government schools is unpublished data sourced from the National Schools Statistical Collection, under the auspices of the Education Council.

- Each State and Territory government reports to the Education Council on its expenditure on government schools (see table 4A.10).
- The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships (NP) payments (see table 4A.9). NP payments fluctuate from year to year.
- To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify 'net' State and Territory government expenditure (tables 4A.7-8).

The Education Council provides unpublished data on the user cost of capital for government schools, imputed as 8 per cent of the written down value of assets (table 4A.19).

Sources of data — government recurrent expenditure on non-government schools.

Total recurrent expenditure on non-government schools is a combination of unpublished data from the NSSC and unpublished data sourced directly from State and Territory governments.

- Each State and Territory government provides unpublished data on its contributions to non-government schools (tables 4A.7-8).
- The Australian Government reports its allocation to each State and Territory for non-government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships [NP] payments [see table 4A.9]). NP payments fluctuate from year to year.
- Together these comprise total government recurrent expenditure on non-government schools (tables 4A.7-8).

Tables 4A.7–8 also include expenditure data from government sources for all schools.

Derivation of performance indicators

Expenditure in the various categories identified above is divided by the numbers of FTE students to derive measures of cost per FTE student (tables 4A.12–18 and figures 4.17–20). The numbers of FTE students (table 4A.6) are drawn from the ABS publication Schools Australia 2013 (ABS 2014) and averaged over two calendar years to match the financial year expenditure data.

(continued next page)

Box 4.5 (continued)

Legislative framework

In 2009, COAG agreed to a new framework for federal financial relations. The major element of Australian Government funding is provided through the National Schools SPP under the Intergovernmental Agreement on Federal Financial Relations, and State and Territory governments have discretion as to how to apply the National Schools SPP to achieve the agreed outcomes. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*. States and territories fund school education under their own legislation.

Changes in recurrent expenditure between years — Australian Government

Average Government School Recurrent Costs (AGSRC) is the benchmark for Australian Government recurrent funding levels for both government and non-government schools.

The primary and secondary AGSRC amounts are the national averages based on total recurrent State and Territory expenditure per government primary school student and secondary school student, for expenditure data submitted to the Education Council. Capital-related costs such as user cost of capital and depreciation are excluded from AGSRC, and accrual expenses are also adjusted to a cash basis. These AGSRC amounts are changed annually to reflect movements in the data.

For government schools, annual changes in Australian Government recurrent payments reflect the changes to the AGSRC and the changes in full time equivalent enrolments in government schools. These payments are included in the National Schools SPP allocated to states and territories.

For non-government schools, Australian Government recurrent payments are also based on enrolments and a proportion of AGSRC calculated for each school (taking account of the school's socio-economic status based on student location and other funding arrangements). These payments are included in the National Schools SPP and are paid to non-government schools and systems through the states and territories.

For both government and non-government schools, Australian Government National Partnership allocations are also used to calculate expenditure in this Report. These payments fluctuate from year to year in line with funding arrangements.

Changes in recurrent expenditure between years — State and Territory governments

In general, State and Territory government schools systems are funded based on a variety of formulas to determine a school's recurrent or base allocation, with weightings and multipliers added for students facing disadvantage. For non-government schools, State and Territory governments also provide funding for recurrent and targeted purposes, usually through per capita allocations. Indexation of costs is normally applied to these funding arrangements for both the government and non-government school sectors. Changes in overall funding by State and Territory governments across years is affected by all these factors, including enrolment numbers and school size, location and staffing profiles.

Source: ACARA (2013); Australian Government Department of Education (unpublished).

Recurrent expenditure per student

‘Recurrent expenditure per student’ is an indicator of governments’ objective to fund and/or provide education in an efficient manner (box 4.6).

Box 4.6 Recurrent expenditure per student

Recurrent expenditure per student’ is defined by two measures:

- government recurrent expenditure per FTE student, reported for government schools and disaggregated by in-school primary, in-school secondary and out-of-school services; and for non-government schools
- government recurrent staff expenditure per FTE student in government schools. Expenditure on staff is the major component of spending on schools.

Both of these measures include user cost of capital for government schools (box 4.7).

Holding other factors constant, a low or decreasing government recurrent expenditure or staff expenditure per FTE student may represent better or improved efficiency.

Care should be taken in interpretation of efficiency data as:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure. This Report does not make any cost adjustments based on these or other factors
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Aboriginal and Torres Strait Islander students and students from low socio-economic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- the staff expenditure per student measure is partial in nature, as it does not reflect the full cost per student. The basis for allocation of numbers of staff between teaching and non-teaching roles and the allocation of staff expenditure may differ. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

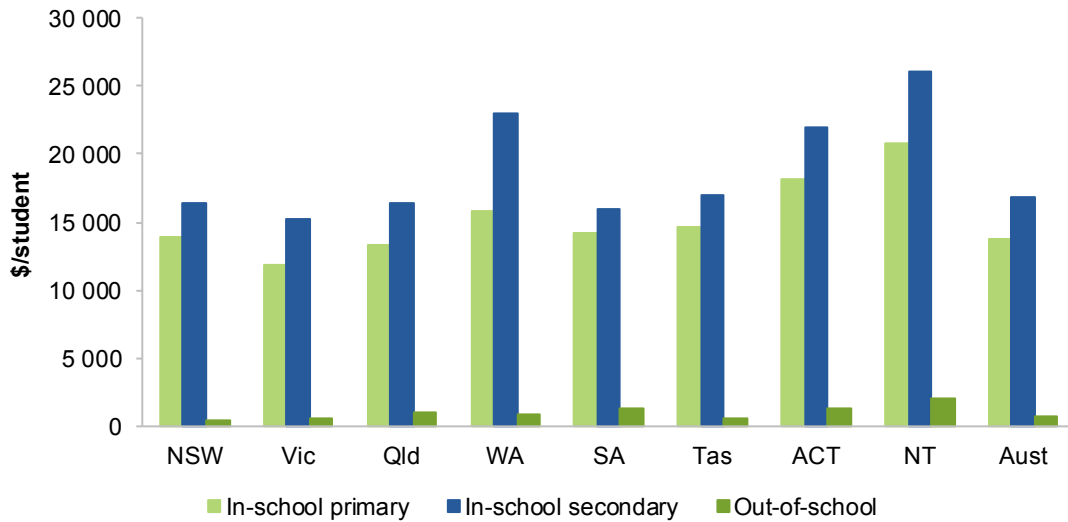
Data reported for all measures in this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012-13 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

Nationally, in 2012-13, in-school government expenditure per FTE student in government primary schools was \$13 763 and in government secondary schools was \$16 852. Out-of-school government expenditure per FTE student in all government schools was \$757 in 2012-13 (figure 4.17).

Figure 4.17 **Government recurrent expenditure per FTE student, government schools, 2012-13^{a, b}**

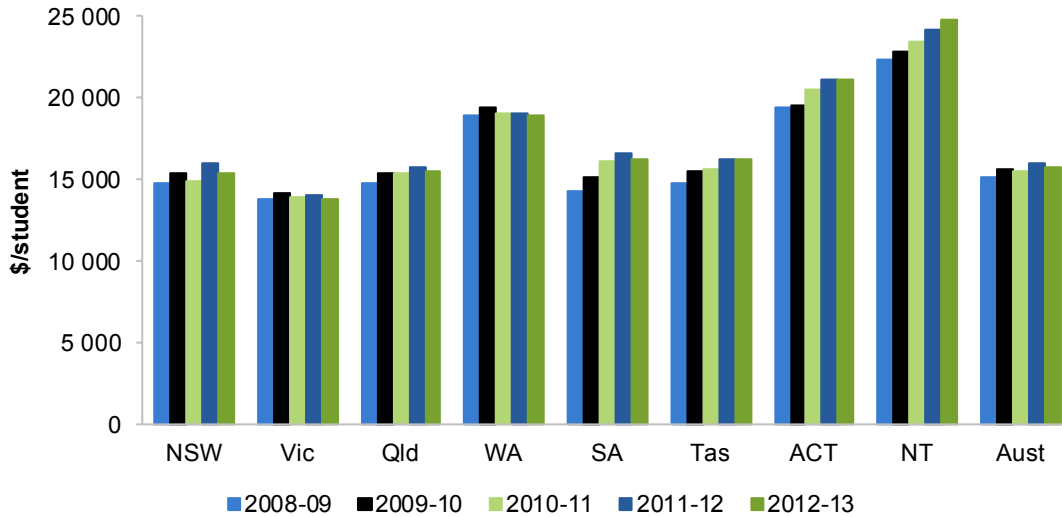


^a See notes to table 4A.14 for definitions and data caveats. ^b Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14.

Nationally, in 2012-13, government expenditure per FTE student in all government schools was \$15 703. It increased in average annual real terms between 2008-09 and 2012-13 by 1.0 per cent per year (figure 4.18). Data for years 2003-04 to 2012-13 are included in tables 4A.12 (real values) and 4A.13 (nominal values).

Figure 4.18 **Government real recurrent expenditure per FTE student, government schools (2012-13 dollars)^{a, b, c}**

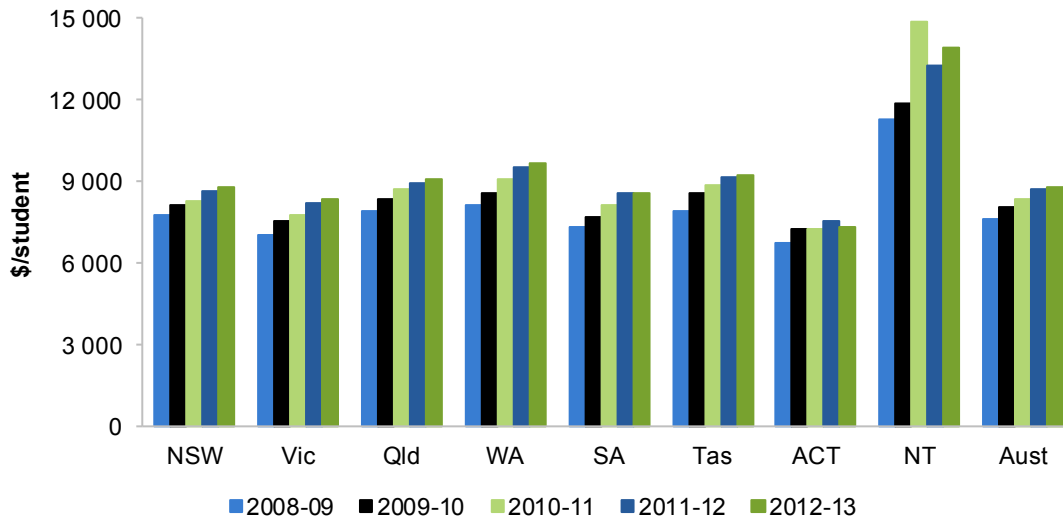


^a See notes to table 4A.12 for definitions and data caveats. ^b Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. ^c Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.12.

Nationally, in 2012-13, government expenditure per FTE student in all non-government schools was \$8812. It increased in average annual real terms between 2008-09 and 2012-13 by 3.7 per cent per year (figure 4.19). Data for years 2003-04 to 2012-13 are included in table 4A.15 (real values) and 4A.16 (nominal values).

Figure 4.19 **Government real recurrent expenditure per FTE student, non-government schools (2012-13 dollars)^{a, b, c}**



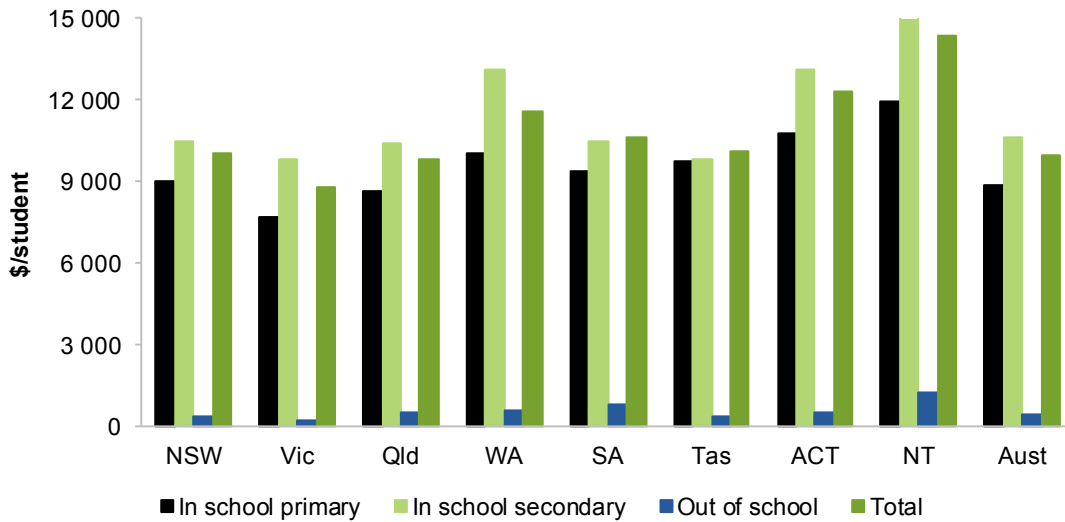
^a See notes to table 4A.15 for definitions and data caveats. ^b Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. ^c Data are the sum of Australian Government specific purpose payments for non-government schools, and State and Territory government payments to non-government schools. Data on State and Territory government payments to non-government schools are not fully comparable across jurisdictions.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; Australian Government Department of Education (unpublished); State and Territory governments (unpublished); table 4A.15.

Nationally, in 2012-13, government recurrent expenditure per FTE student in all schools (government plus non-government) was \$13 298. It increased in average annual real terms between 2008-09 and 2012-13 by 1.5 per cent per year (table 4A.17). Data for years 2003-04 to 2012-13 are included in table 4A.17 (real values) and 4A.18 (nominal values).

Government recurrent expenditure on staff in government schools accounted for \$23.4 billion (63.6 per cent) of total recurrent expenditure in 2012-13 (table 4A.10). Nationally, expenditure on staff per FTE student was \$8870 for in-school primary, \$10 594 for in-school secondary and \$457 for out-of-school (figure 4.20).

Figure 4.20 **Government recurrent expenditure on staff in government schools, per FTE student, 2012-13^{a, b}**



^a See notes to table 4A.14 for definitions and data caveats. ^b Expenditure on staff includes teaching staff and other staff, and includes expenditure on redundancy payments.

Source: ABS (2014) *Schools Australia 2012*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14.

User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ use of capital assets to provide education (box 4.7).

Box 4.7 **User cost of capital per student**

'UCC per student' is defined as the notional costs to governments of the funds tied up in capital (for example, land and buildings owned by government schools) used to produce services, per FTE student. The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

- often a significant component of the cost of services
- often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers).

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets, which are re-valued over time.

Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

Efficiency data are difficult to interpret and this indicator in particular is only partial in nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance.

Fluctuations in asset values such as land market values, the varying proportions of the written down value of assets which relates to land and the interval between revaluations (which vary from annual to five yearly), may affect UCC across jurisdictions and within jurisdictions over time. Values also fluctuate across jurisdictions due to variations in accounting policies.

Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data reported for this indicator are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2012-13 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

The notional UCC per FTE government school student in 2012-13 averaged \$2386 nationally (table 4A.20). Data from 2003-04 to 2012-13 showing the various components of the written down value of assets are included in table 4A.19. Information on the treatment of assets for each State and Territory, including the most recent year of revaluation, is in table 4A.21.

Student-to-staff ratio

‘Student-to-staff ratio’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.8).

Box 4.8 Student-to-staff ratio

The ‘student-to-staff ratio’ is defined as the number of FTE students per FTE staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff. The student-to-staff ratio presents the number of students per teacher, where teachers are classified in a way that can be compared across jurisdictions. However, the ratio is not a measure of class size.

A low ratio means there are a small number of students per teacher. Holding other factors constant, a high or increasing student-to-teacher ratio represents better or improved efficiency. While a low or decreasing student-to-teacher ratio may reflect decreasing efficiency, it may also reflect a higher quality education system, if a lower ratio leads to better student outcomes.

Care should be taken in interpretation of efficiency data:

- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. The student-to-staff ratio is aggregated across all subjects and year levels, and does not distinguish between subjects and/or year levels where different ratios may be appropriate
- the student-to-staff ratio is affected by factors that may differ across the states and territories, including population dispersion (leading to a larger proportion of small schools), the proportion of special needs students, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), and the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

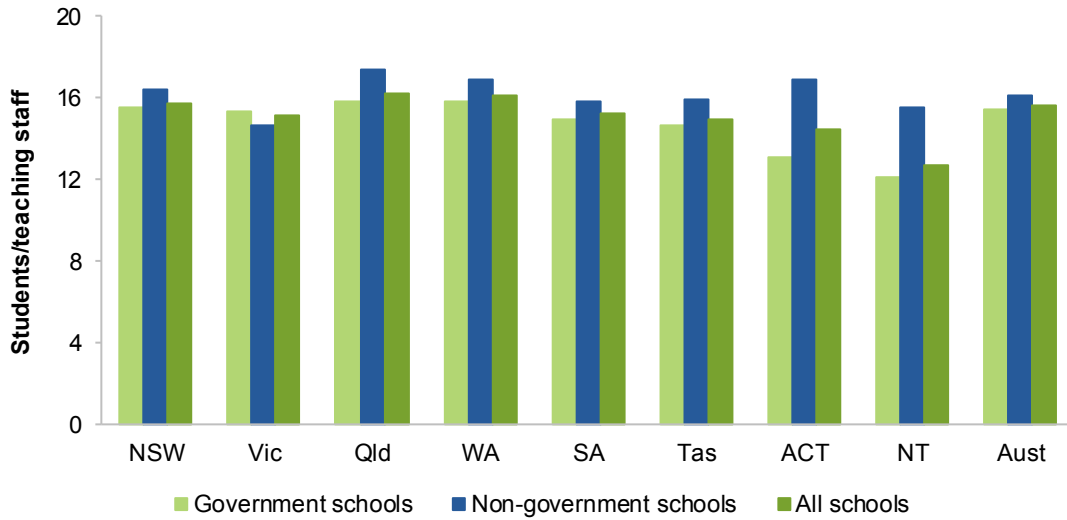
Data reported for this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

Nationally in 2013, the student-to-teacher ratio for government primary schools was 15.4 and for non-government primary schools was 16.1. For all primary schools, the student-to-teacher ratio was 15.6 (figure 4.21).

Figure 4.21 **Ratio of FTE students to FTE teaching staff, primary schools, 2013^a**

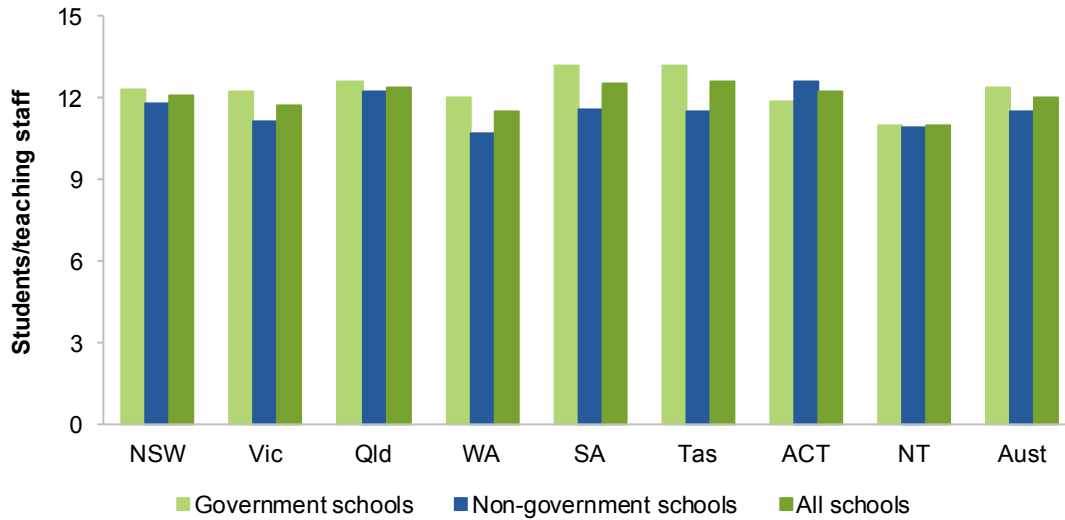


^a See notes to table 4A.22 for definitions and data caveats.

Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.22.

Nationally in 2013, the student-to-teacher ratio for government secondary schools was 12.4 and for non-government secondary schools, was 11.5. For all secondary schools, the student-to-teacher ratio was 12.0 (figure 4.22).

Figure 4.22 **Ratio of FTE students to FTE teaching staff, secondary schools, 2013^a**



^a See notes to table 4A.22 for definitions and data caveats.

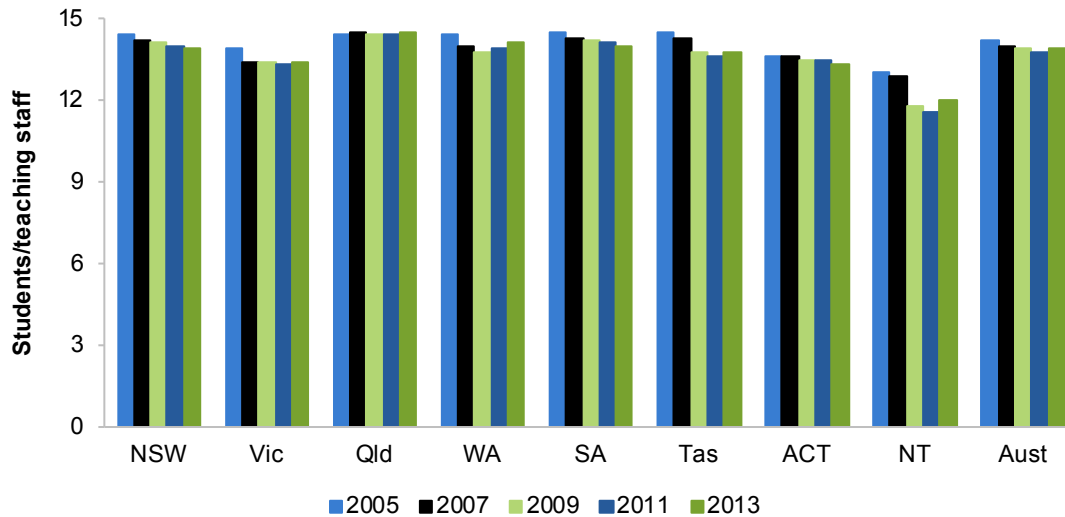
Source: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.22.

Nationally in 2013, the student-to-teacher ratio for all government schools was 14.1 and for all non-government schools was 13.6. For all schools, the student-to-teacher ratio was 13.9 (table 4A.22).

Table 4A.22 provides further detail on student-to-staff ratios in 2013, including those for non-teaching school staff and all staff, for all jurisdictions.

The student-to-teacher ratio for all schools (government and non-government primary and secondary combined) has decreased from 14.2 in 2005 to 13.9 in 2013 (figure 4.23). Data for intervening years and for government and non-government schools are in table 4A.23.

Figure 4.23 Ratio of FTE students to FTE teaching staff, all schools^{a, b}



^a Includes primary and secondary schools. ^b See notes to table 4A.23 for definitions and data caveats.

Source: ABS (2014) *Schools Australia 2013* Cat. no. 4221.0; table 4A.23.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the actual services delivered) (see chapter 1, section 1.5).

Nationally comparable learning outcomes

Learning outcomes measure students' attainment of a range of skills, in literacy and numeracy, and in areas such as science literacy, information and communication technology, and civics and citizenship.

The 'learning outcomes' indicator examines outcomes in these areas and draws on two main sources of information:

- the National Assessment Program — Literacy and Numeracy (NAPLAN), and NAP sample assessments. These are SCSEEC (now Education Council)-endorsed tests developed to measure student performance in relation to the National Goals for Schooling
- Australia's participation in four international tests — the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA); the International Association for Educational Assessment (IAEA) Trends in International Mathematics and Science Study (TIMSS); the Progress in

International Reading Literacy Study (PIRLS); and the IEA International Computer and Information Literacy Study (ICILS).

National Assessment Program

This chapter reports proportions of students undertaking NAPLAN testing in years 3, 5, 7 and 9 achieving the national minimum standard, and mean scale score learning outcomes, for reading, persuasive writing and numeracy performance in 2014, including by Indigenous status and geolocation. Data comparing a range of time series outcomes from 2008–2014 and 2013–2014 for reading and numeracy are also included in the chapter, as are data for cohort gains from 2008–2010–2012–2014 (years 3–5–7–9) for reading and numeracy.

Achieving (but not exceeding) the national minimum standard represents achievement of the basic elements of literacy or numeracy for the year level. Students who have not achieved the national minimum standard for that year need focused intervention and additional support to help them achieve the skills they require to progress in schooling (ACARA 2014a). The chapter and attachment tables also include additional data on NAPLAN mean scale scores for 2014.

Detailed NAPLAN data for 2014, including outcomes by socio-economic status (parental education and occupation), are included in the attachment tables (tables 4A.36–43 for reading performance, tables 4A.72–79 for persuasive writing performance and tables 4A.108–115 for numeracy performance).

More detailed NAPLAN time series data for 2008–2014 and 2013–2014 are included in tables 4A.44–52 for reading performance and tables 4A.116–124 for numeracy performance. Time series data for 2011–2014 and 2013–2014 for persuasive writing are included in tables 4A.80–88. In 2011, NAPLAN writing testing changed from narrative to persuasive writing, leading to a break in the time series. Data for narrative writing (for 2008, 2009 and 2010) are included in the 2010–2012 Reports.

The 2014 Report included data for 2012 NAPLAN outcomes. Improvements in the timeliness of NAPLAN reporting means that this report includes data for 2014 NAPLAN outcomes (2013 NAPLAN outcomes are included in the attachment tables for reading (tables 4A.54–71), persuasive writing (tables 4A.90–107) and numeracy (tables 4A.126–143)).

The NAP also undertakes triennial national sample assessments on a rotating basis. This chapter reports year 6 and year 10 civics and citizenship performance data for 2004, 2007 2010 and 2013 (2013 data are available for the first time in this Report). The attachment tables include additional data on year 6 science literacy performance for 2006, 2009 and 2012 (tables 4A.144–148); year 6 and year 10 civics and citizenship literacy performance for 2004, 2007, 2010 and 2013 (tables 4A.149–153) and year 6 and year 10 information and communication technologies literacy performance for 2005, 2008 and 2011 (tables 4A.154–158).

International tests

This chapter reports outcomes of:

- triennial PISA assessments in reading literacy, mathematical literacy and scientific literacy for 15 year old students. Data from the 2000, 2003, 2006, 2009 and 2012 assessments are included in this Report (tables 4A.159–173)
- the four-yearly TIMSS assessments on mathematics and science achievement for year 4 and year 8, conducted in 2011. The attachment tables include additional information on the 2011 test, as well as data from 2003 and 2007 (tables 4A.174–178)
- the five-yearly PIRLS test for year 4, conducted in 2011, on reading literacy performance (tables 4A.179-180)
- the ICILS test, that assesses the extent to which students know about, understand, and are able to use information and communication technology. It was conducted at year 8 level for the first time in 2013 (tables 4A.181-182).

Interpreting learning outcomes data

To assist with making comparisons across jurisdictions, where appropriate, 95 per cent confidence intervals are presented in charts and attachment tables. Confidence intervals are a standard way of expressing the degree of uncertainty associated with survey estimates or performance measurement. An estimate of 80 per cent with a confidence interval of ± 2.0 , for example, means that if another sample had been drawn, or if another combination of test items had been used, there is a 95 per cent chance that the result would lie between 78 per cent and 82 per cent. Each learning outcomes proportion can be thought of in terms of a range. If one jurisdiction's rate ranges from 78–82 per cent and another's from 77–81 per cent, then it is not possible to say with confidence that one differs from the other (because there is unlikely to be a statistically significant difference). Where ranges do not overlap, there is a high likelihood that there is a statistically significant difference. A statistically significant difference means there is a high probability that there is an actual difference; it does not imply that the difference is necessarily large or important.

Participation in NAPLAN testing

NAPLAN testing reports the number of assessed, exempt, absent and withdrawn students. Assessed students include all students who attempt the test and exempt students. Students with a language background other than English who arrived from overseas less than a year before the test, and students with significant intellectual disabilities may be exempted from testing. Participating students are those who were assessed or deemed exempt — other students were either absent or withdrawn. A higher or increasing proportion of students participating in NAPLAN testing suggests an improvement in that aspect of educational participation. Participation in the 2014 NAPLAN tests, by Indigenous status, for reading, writing and numeracy are included in tables 4A.42, 4A.78 and 4A.114 respectively. The

proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, persuasive writing and numeracy in 2014 are in tables 4A.43, 4A.79 and 4A.115 respectively. In all domains and year levels, a lower proportion of Aboriginal and Torres Strait Islander students than non-Indigenous or all students participated in NAPLAN testing.

Learning outcomes

‘Learning outcomes’ is an indicator of governments’ objective that all students should attain a range of skills, including: English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level; skills in numeracy; and skills and becoming informed in areas such as science literacy; information and communications technologies; and civics and citizenship (box 4.9).

Box 4.9 Learning outcomes

'Learning outcomes' is defined by seven measures:

- the proportion of years 3, 5, 7 and 9 students achieving at or above the national minimum standard in NAPLAN testing for reading, persuasive writing and numeracy for a given year, reported by Indigenous status, sex, LBOTE, socio-economic status and MCEECDYA categories of geolocation. Significance of difference across states and territories for all students is also identified. (Section 4.1 identifies the profile of equity groups in each State and Territory).
- the mean scale score (on the common national scale, ranging from 0 to 1000) achieved by years 3, 5, 7 and 9 students in NAPLAN assessment for reading, persuasive writing and numeracy for a given year, reported by Indigenous status. Significance of difference across states and territories for all students is also identified. This Report also includes a time series for student cohort 'gain' (for example, between year 3 in 2012 and year 5 in 2014) based on the mean scale score outcomes for reading and numeracy.
- the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civics and citizenship; information and communication technologies; and science literacy (year 6 only). National data from the triennial National Assessment Program tests are reported by sex, Indigenous status, LBOTE status, MCEECDYA categories of geolocation and socio-economic status
- the proportion of sampled 15 year old students achieving at or above the proficient standard on the OECD PISA combined reading, mathematical literacy and science literacy scales in a triennial international assessment. National data are also reported by sex, Indigenous status, socio-economic status and geolocation.
- the proportion of sampled students achieving at or above the proficient standard on the TIMSS mathematical literacy and science literacy scales in a quadrennial assessment (assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year). National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation
- the proportion of sampled year 4 students achieving at or above the proficient standard on the 5 yearly PIRLS reading literacy test. National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation
- the proportions of sampled students achieving at various proficiency levels, and mean scale scores on the ICILS.

A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard, or a high or increasing mean scale score for learning outcomes is desirable.

Data reported for all measures in this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 and 2014 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015_

NAPLAN Reading

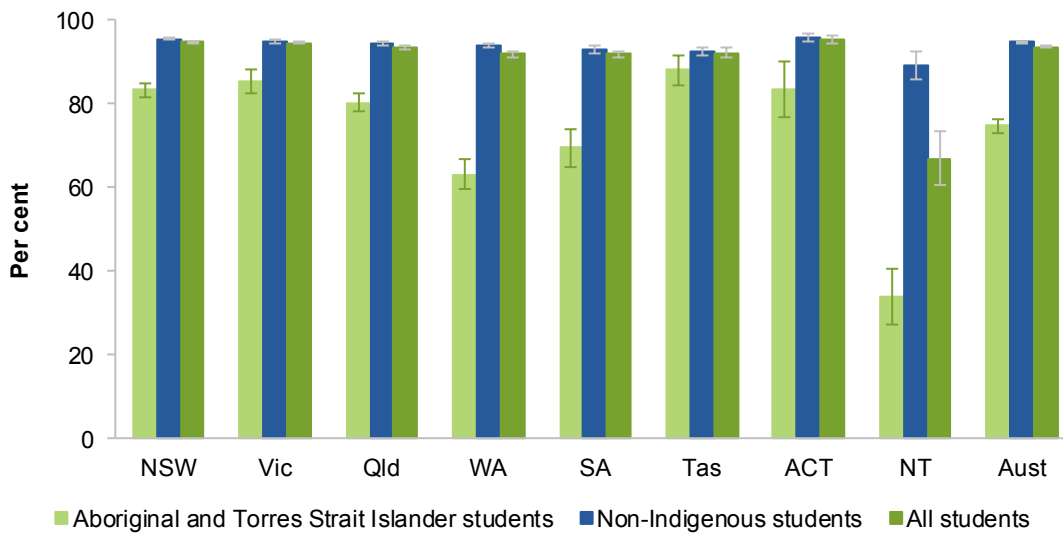
This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the reading domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.36–53.

This chapter reports on 2014 NAPLAN outcomes. NAPLAN reading outcomes for 2013 (not included in earlier reports) are in attachment tables 4A.54–71.

All students and Aboriginal and Torres Strait Islander students

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2014 was 93.1–93.7 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (73.1–76.3 per cent) was significantly lower than for non-Indigenous students (94.5–94.9 per cent) (figure 4.24). These proportions varied across jurisdictions.

Figure 4.24 Proportion of year 3 students achieving at or above the reading national minimum standard, 2014^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.36.

Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 3 reading in 2014 for all students was 417.2–419.4 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (328.9–336.9) was significantly lower than for non-Indigenous students (422.2–424.2). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.7 identifies statistical significance of differences between mean scale scores for year 3 reading outcomes across states and territories in 2014.

Table 4.7 Significance of differences for year 3 students, mean scale scores, reading, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		422.9 ± 2.0	431.7 ± 1.9	409.4 ± 2.4	406.3 ± 3.3	407.3 ± 3.7	415.7 ± 6.8	438.7 ± 6.3	332.0 ± 21.8	418.3 ± 1.1
NSW	422.9 ± 2.0	..	■	■	■	■	■	■	▲	■
Vic	431.7 ± 1.9	■	..	△	△	△	△	■	▲	■
Qld	409.4 ± 2.4	■	▽	..	■	■	■	▽	▲	■
WA	407.3 ± 3.7	■	▽	■	..	■	■	▽	▲	■
SA	407.3 ± 3.7	■	▽	■	■	..	■	▽	▲	■
Tas	415.7 ± 6.8	■	▽	■	■	■	..	▽	▲	■
ACT	438.7 ± 6.3	■	■	△	△	△	△	..	▲	△
NT	332.0 ± 21.8	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	418.3 ± 1.1	■	■	■	■	■	■	▽	▲	..

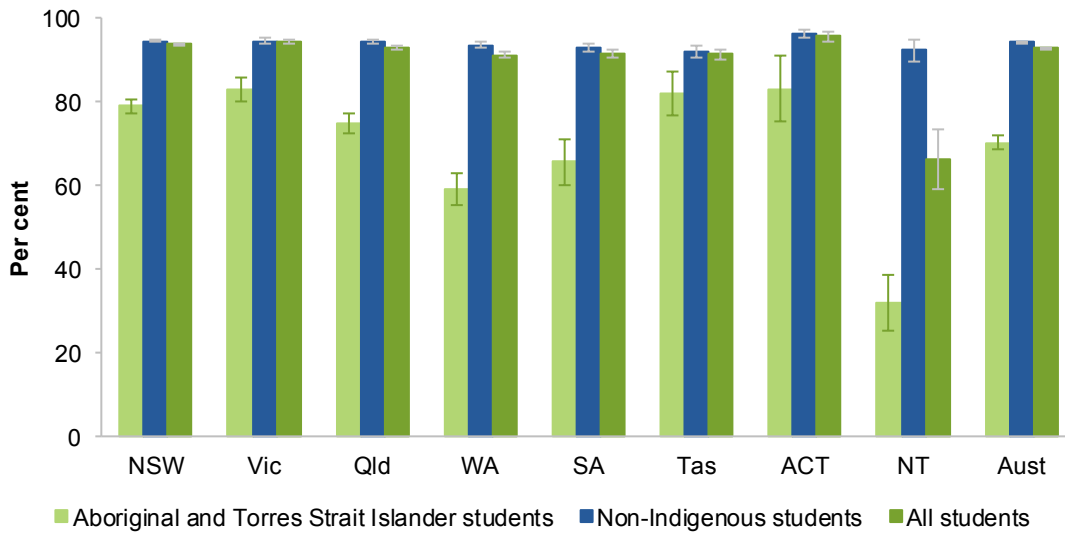
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.39. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39.

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2014 was 92.7–93.1 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (68.7–71.9 per cent) was significantly lower than for non-Indigenous students (94.0–94.4 per cent) (figure 4.25). These proportions varied across jurisdictions.

Figure 4.25 **Proportion of year 5 students achieving at or above the reading national minimum standard, 2014^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.36.

Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 5 reading in 2014 for all students was 499.6–501.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (418.7–425.5) was significantly lower than for non-Indigenous students (504.0–506.0). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.8 identifies statistical significance of differences between mean scale scores for year 5 reading outcomes across states and territories in 2014.

Table 4.8 Significance of differences for year 5 students, mean scale scores, reading, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
NSW	504.0 ± 2.0	..	■	■	■	■	■	▽	▲	■
Vic	509.8 ± 1.8	■	..	■	△	△	■	■	▲	■
Qld	496.1 ± 2.2	■	■	..	■	■	■	▽	▲	■
WA	491.7 ± 3.1	■	▽	■	..	■	■	▽	▲	■
SA	489.6 ± 3.3	■	▽	■	■	..	■	▽	▲	■
Tas	497.9 ± 6.5	■	■	■	■	■	..	▽	▲	■
ACT	522.0 ± 6.0	△	■	△	△	△	△	..	▲	△
NT	425.5 ± 17.5	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	500.6 ± 1.0	■	■	■	■	■	■	▽	▲	..

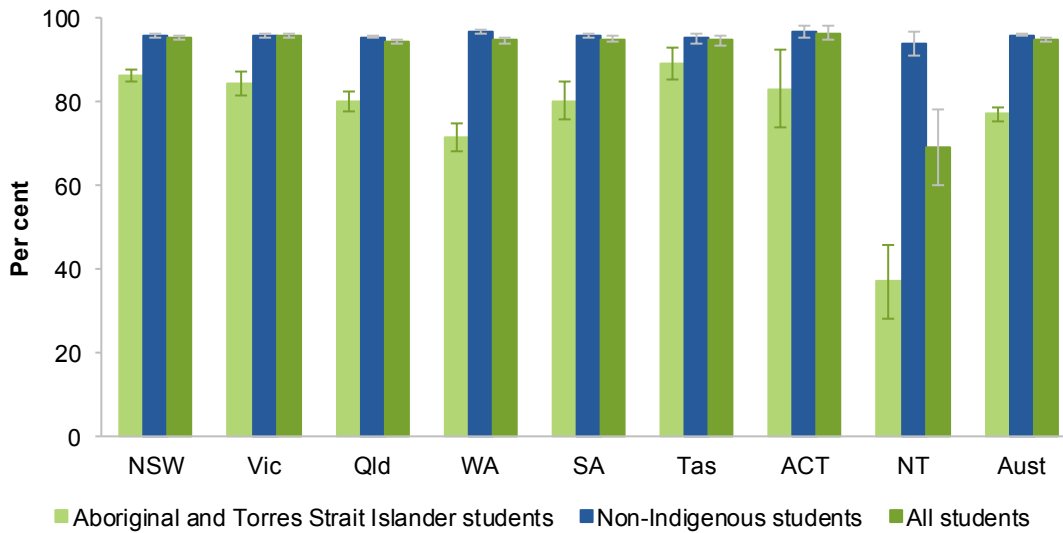
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.39. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39.

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2014 was 94.6–95.2 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (75.3–78.9 per cent) was significantly lower than for non-Indigenous students (95.7–96.1 per cent) (figure 4.26). These proportions varied across jurisdictions.

Figure 4.26 Proportion of year 7 students achieving at or above the reading national minimum standard, 2014^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.36.

Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 7 reading in 2014 for all students was 544.7–547.5 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (475.3–482.7) was significantly lower than for non-Indigenous students (548.4–551.2). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.9 identifies statistical significance of differences between mean scale scores for year 7 reading outcomes across states and territories in 2014.

Table 4.9 Significance of differences for year 7 students, mean scale scores, reading, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
NSW	548.3 ± 3.0	..	■	■	■	■	■	▽	▲	■
Vic	550.3 ± 2.6	■	..	■	■	■	■	▽	▲	■
Qld	541.6 ± 2.2	■	■	..	■	■	■	▽	▲	■
WA	544.1 ± 3.4	■	■	■	..	■	■	▽	▲	■
SA	541.1 ± 2.8	■	■	■	■	..	■	▽	▲	■
Tas	542.9 ± 6.8	■	■	■	■	■	..	▽	▲	■
ACT	567.3 ± 8.7	△	△	△	△	△	△	..	▲	△
NT	478.5 ± 22.6	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	546.1 ± 1.4	■	■	■	■	■	■	▽	▲	..

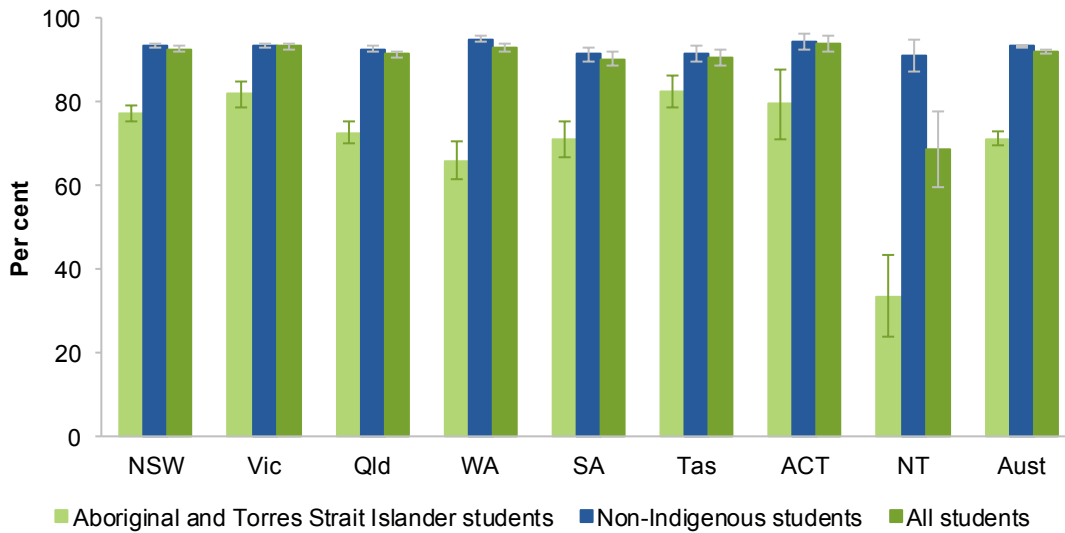
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.39. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39.

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2014 was 91.7–92.5 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (69.6–72.8 per cent) was significantly lower than for non-Indigenous students (93.0–93.6 per cent) (figure 4.27). These proportions varied across jurisdictions.

Figure 4.27 Proportion of year 9 students achieving at or above the reading national minimum standard, 2014^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2014 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014; table 4A.36.

Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 9 reading in 2014 for all students was 578.9–581.9 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (514.2–520.6) was significantly lower than for non-Indigenous students (582.4–585.4). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.10 identifies statistical significance of differences between mean scale scores for year 9 reading outcomes across states and territories in 2014.

Table 4.10 Significance of differences for year 9 students, mean scale scores, reading, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5
NSW	584.3 ± 2.9	..	■	■	■	■	■	■	▲	■
Vic	585.5 ± 2.9	■	..	△	■	■	■	■	▲	■
Qld	571.6 ± 3.1	■	▽	..	▽	■	■	▽	▲	■
WA	584.4 ± 4.8	■	■	△	..	■	■	■	▲	■
SA	573.0 ± 5.0	■	■	■	■	..	■	▽	▲	■
Tas	573.4 ± 7.4	■	■	■	■	■	..	▽	▲	■
ACT	597.3 ± 8.6	■	■	△	■	△	△	..	▲	△
NT	521.7 ± 22.2	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	580.4 ± 1.5	■	■	■	■	■	■	▽	▲	..

▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.39. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39.

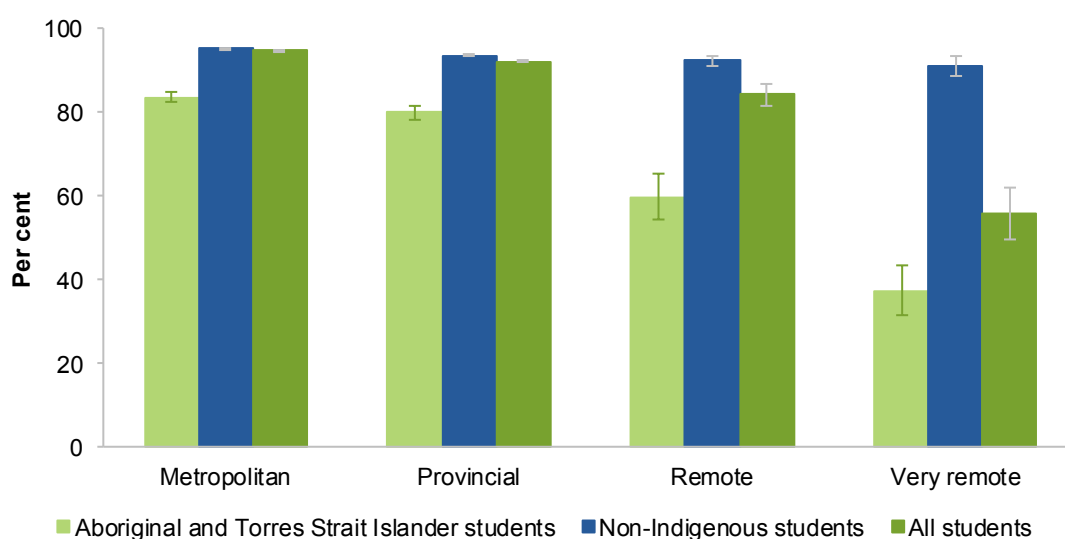
Geolocation

Nationally, in 2014, reading outcomes tended to decline with remoteness. In year 3, for example, 94.5–94.9 per cent of students in metropolitan areas achieved at or above the reading national minimum standard, significantly higher than the proportions of provincial students (91.8–92.6 per cent), remote students (81.7–86.7 per cent) and very remote students (49.6–61.8 per cent) (figure 4.28).

For all geolocation categories across years 3, 5, 7 and 9, reading outcomes nationally for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students. Nationally, outcomes for Aboriginal and Torres Strait Islander students generally declined as remoteness increased, and the gap in learning outcomes between Aboriginal and Torres Strait Islander students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 reading literacy are in table 4A.37. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.40.

Figure 4.28 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2014^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9, which are detailed in table 4A.37.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.37.

Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in reading assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2014 are included in tables 4A.38 and 4A.41. Data 2013 are in tables 4A.56 and 4A.59. Data for 2010, 2011 and 2012 were included in the earlier Reports.

Time series analysis of NAPLAN reading outcomes

The following time series outcomes are reported:

- The difference between two given years for a level (for example, year 5 reading from 2013 to 2014), for both the proportion at and above the national minimum standard and mean scale scores.

-
- The gain in mean scale score by a cohort of students as they move between year levels (for example year 3 reading in 2012 to year 5 reading in 2014).

Statistical significance of differences between years

Table 4.11 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard for reading, by Indigenous status, on a national basis, across various years. Data for states and territories are in tables 4A.44–51. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Nationally, for year 5 reading:

- the proportion of students achieving at or above the national minimum standard in 2014 was lower than and was statistically significantly different from 2013, but close to or not statistically significantly different from 2008. The mean scale score for 2014 was above and was statistically significantly different from 2008, but close to or not statistically significantly different from 2013
- the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2014 was lower than and was statistically significantly different from 2013, but close to or not statistically significantly different from 2008. The mean scale score for Aboriginal and Torres Strait Islander students in 2014 was below and was statistically significantly different from 2013, but was above and was statistically significantly different from 2008
- the proportion of non-Indigenous students achieving at or above the national minimum standard in 2014 was lower than and was statistically significantly different from 2013, but close to or not statistically significantly different from 2008. The mean scale score for non-Indigenous students in 2014 was above and was statistically significantly different from 2008, but close to or not statistically significantly different from 2013 (table 4.11).

Data for years 3, 7 and 9 and proportions at or above the national minimum standard for LBOTE students and by sex are included separately for each State and Territory and nationally in tables 4A.44–52.

Data for years 2008 and 2012 to 2013 are included in tables 4A.62–70.

Table 4.11 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 reading, and nature of the differences, 2008 and 2013 to 2014, Australia^{a, b}

		<i>Nature of the differences</i>				
		<i>2008</i>	<i>2013</i>	<i>2014</i>	<i>2008 to 2014</i>	<i>2013 to 2014</i>
Aboriginal and Torres Strait Islander students						
Mean scale score	no.	403.4 ± 4.1	439.4 ± 3.4	422.1 ± 3.4	△	▽
At or above NMS	%	63.4 ± 1.8	83.3 ± 1.7	70.3 ± 1.6	■	▽
Non-Indigenous students						
Mean scale score	no.	488.7 ± 1.0	505.9 ± 0.8	505.0 ± 1.0	△	■
At or above NMS	%	92.6 ± 0.2	96.9 ± 0.1	94.2 ± 0.2	■	▽
All students						
Mean scale score	no.	484.4 ± 1.1	502.3 ± 0.9	500.6 ± 1.0	△	■
At or above NMS	%	91.0 ± 0.3	96.1 ± 0.2	92.9 ± 0.2	■	▽

NMS = National Minimum Standard.

For comparison of mean scale scores: △ Average achievement is above and is statistically significantly different from the base year (or previous year). ■ Average achievement is close to or not statistically different from the base year (or previous year). ▽ Average achievement is below and is statistically significantly different from the base year (or previous year).

For comparison of percentage of students at or above national minimum standard: △ Percentage of students at or above national minimum standard is higher than and is statistically significantly different from the base year (or previous year). ■ Percentage of students at or above national minimum standard is close to or not statistically different from the base year (or previous year). ▽ Percentage of students at or above national minimum standard is lower than and is statistically significantly different from the base year (or previous year).

^a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section 2.5 of the statistical context chapter (chapter 2) for more information on confidence intervals. ^b For further information and caveats see table 4A.52.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney; table 4A.52.

Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010, 2010 to 2012 and 2012 to 2014 enables comparisons of outcomes for the same cohort of students over time (box 4.10). This chapter reports on gains in reading and numeracy from year 3 in 2008 to year 5 in 2010, year 7 in 2012, and year 9 in 2014. Student gain for other cohorts and from 2009 to 2011 and 2013 are included in attachment tables.

Box 4.10 Achievement and gain

For national reporting purposes, gain is the difference in mean scale scores in a domain for the same cohort of students between two testing years, for example between 2012 and 2014. The cohorts between the two years are not matched — that is, there will be differences between the exact composition of the student body in any given State or Territory.

A feature of gain in NAPLAN performance is that the size of the gain tends to be associated with the level of prior performance: the lower the prior performance, the more likely the possibility of greater gain. Further, for literacy and numeracy, student gain is greater in the early years. Few of the differences across states and territories in the gains made between 2008 and 2010, between 2010 and 2012 and between 2012 and 2014 are statistically significant. This report includes confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period.

Source: ACARA (2014a)

From year 3 in 2008 to year 5 in 2010, the gain in reading mean scale score (on the common national scale for years 3, 5, 7 and 9, ranging from 0 to 1000) was between 79.0 and 94.8 points nationally. For the same cohort, from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 47.0 and 61.2 points nationally, and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 33.4 and 44.4 points nationally (table 4.12).

For Aboriginal and Torres Strait Islander students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 85.9 and 105.9 points, from year 5 in 2010 to year 7 in 2012 the mean scale score gain was between 56.6 and 73.8 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 35.7 and 49.5 points. For non-Indigenous students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 78.5 and 94.3 points, from year 5 in 2010 to year 7 in 2012, the mean scale score was between 46.5 and 60.7 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 33.4 and 44.4 points (table 4.12).

These mean scale score gains varied across jurisdictions (table 4.12). Data for other cohorts from 2008–2010, 2010–2012 and 2012–2014 are in table 4A.53. Data for years 2009–2011 and 2011–2013 are in table 4A.71.

Table 4.12 **Gain in mean scale score for reading: year 3 (2008) to year 5 (2010) to year 7 (2012) to year 9 (2014)^{a, b}**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Aboriginal and Torres Strait Islander students									
2008 Year 3	347.5 ± 3.6	368.9 ± 6.3	309.5 ± 7.6	292.7 ± 7.1	329.7 ± 8.7	376.6 ± 9.4	359.5 ± 17.6	208.1 ± 19.5	313.7 ± 4.9
2010 Year 5	433.3 ± 3.4	454.4 ± 6.5	411.3 ± 4.7	387.3 ± 6.1	408.8 ± 7.5	451.9 ± 8.8	430.6 ± 14.7	326.7 ± 18.8	409.6 ± 3.8
2012 Year 7	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
2014 Year 9	529.2 ± 3.1	540.3 ± 4.9	521.3 ± 4.3	508.4 ± 7.6	516.7 ± 6.7	539.7 ± 7.5	540.3 ± 14.4	437.8 ± 22.9	517.4 ± 3.2
Gain 2008-2010	85.8 ± 9.2	85.5 ± 11.9	101.8 ± 11.8	94.6 ± 12.2	79.1 ± 13.9	75.3 ± 15.0	71.1 ± 24.1	118.6 ± 28.2	95.9 ± 10.0
Gain 2010-2012	56.6 ± 8.4	49.9 ± 11.0	66.7 ± 9.3	74.7 ± 10.6	69.6 ± 12.8	53.1 ± 13.7	76.8 ± 21.6	70.6 ± 30.3	65.2 ± 8.6
Gain 2012-2014	39.3 ± 6.8	36.0 ± 9.0	43.3 ± 7.8	46.4 ± 10.5	38.3 ± 11.3	34.7 ± 12.0	32.9 ± 20.9	40.5 ± 32.6	42.6 ± 6.9
Non-Indigenous students									
2008 Year 3	414.9 ± 1.7	420.6 ± 1.6	375.9 ± 2.4	394.5 ± 2.7	403.9 ± 3.1	403.4 ± 5.2	422.8 ± 5.7	382.5 ± 8.1	405.0 ± 1.1
2010 Year 5	498.7 ± 1.9	502.7 ± 1.7	473.4 ± 1.9	484.5 ± 2.6	479.1 ± 2.9	488.0 ± 5.3	510.4 ± 5.4	475.4 ± 6.1	491.4 ± 1.0
2012 Year 7	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
2014 Year 9	587.5 ± 3.0	586.3 ± 2.9	575.4 ± 3.0	590.0 ± 4.5	575.5 ± 4.7	575.8 ± 7.1	599.1 ± 8.5	572.4 ± 12.0	583.9 ± 1.5
Gain 2008-2010	83.8 ± 8.2	82.1 ± 8.1	97.5 ± 8.4	90.0 ± 8.6	75.2 ± 8.9	84.6 ± 10.7	87.6 ± 11.0	92.9 ± 12.8	86.4 ± 7.9
Gain 2010-2012	50.0 ± 7.8	46.4 ± 7.6	63.4 ± 7.4	58.8 ± 7.9	60.4 ± 8.0	54.8 ± 11.1	49.4 ± 12.1	55.4 ± 16.1	53.6 ± 7.1
Gain 2012-2014	38.8 ± 6.6	37.2 ± 6.4	38.6 ± 6.2	46.7 ± 7.4	36.0 ± 7.5	33.0 ± 11.1	39.3 ± 12.9	41.6 ± 18.6	38.9 ± 5.5
All students									
2008 Year 3	412.3 ± 1.8	419.9 ± 1.6	371.1 ± 2.6	386.7 ± 3.1	400.5 ± 3.3	401.2 ± 4.9	421.0 ± 5.9	306.6 ± 19.9	400.5 ± 1.2
2010 Year 5	496.2 ± 1.9	502.2 ± 1.7	468.7 ± 2.1	477.5 ± 2.8	476.5 ± 3.0	484.6 ± 5.5	508.6 ± 5.5	412.1 ± 18.1	487.4 ± 1.1
2012 Year 7	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
2014 Year 9	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5
Gain 2008-2010	83.9 ± 8.2	82.3 ± 8.1	97.6 ± 8.4	90.8 ± 8.8	76.0 ± 9.0	83.4 ± 10.7	87.6 ± 11.1	105.5 ± 27.7	86.9 ± 7.9
Gain 2010-2012	49.9 ± 7.8	46.1 ± 7.6	64.0 ± 7.5	60.3 ± 8.1	60.5 ± 8.1	56.0 ± 11.6	50.0 ± 12.1	62.2 ± 29.5	54.1 ± 7.1
Gain 2012-2014	38.2 ± 6.6	37.2 ± 6.4	38.9 ± 6.3	46.6 ± 7.6	36.0 ± 7.7	32.8 ± 11.7	38.7 ± 13.0	47.4 ± 31.8	38.9 ± 5.5

^a The mean scale scores for 2008, 2010, 2012 and 2014 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2010 to 2012 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. ^b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups.

Source: ACARA (2014 and unpublished) *2014 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.53.

NAPLAN Numeracy

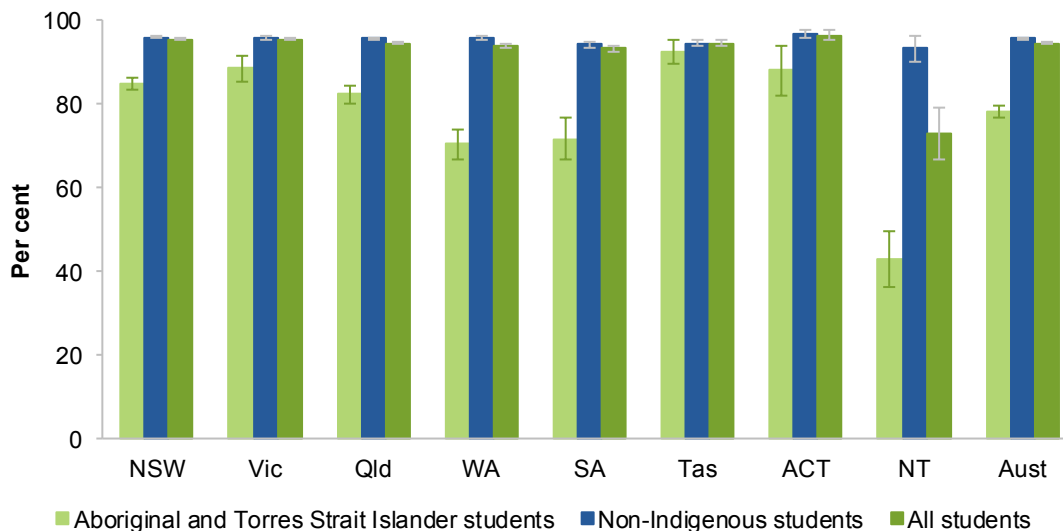
This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the numeracy domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups, including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.108–125.

This chapter reports on 2014 NAPLAN outcomes. NAPLAN numeracy outcomes for 2013 (not included in earlier reports) are in attachment tables 4A.126–143.

All students and Aboriginal and Torres Strait islander students

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2014 was 94.4–94.8 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (76.8–79.6 per cent) was significantly lower than for non-Indigenous students (95.5–95.9 per cent) (figure 4.29). These proportions varied across jurisdictions.

Figure 4.29 **Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2014^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.108.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108.

Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 3 numeracy in 2014 for all students was 400.8–402.8 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (328.6–334.4) was significantly lower than for non-Indigenous students (405.0–406.8). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.13 identifies statistical significance of differences between mean scale scores for year 3 numeracy outcomes across states and territories in 2014.

Table 4.13 Significance of differences for year 3 students, mean scale scores, numeracy, 2014^a

		<i>Comparison jurisdiction</i>								
		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
		407.3 ± 1.8	413.9 ± 1.7	393.4 ± 2.1	392.5 ± 2.8	385.4 ± 3.0	396.3 ± 5.4	413.9 ± 5.0	338.1 ± 15.5	401.8 ± 1.0
<i>NSW</i>	407.3 ± 1.8	..	■	■	△	△	■	■	▲	■
<i>Vic</i>	413.9 ± 1.7	■	..	△	△	△	△	■	▲	■
<i>Qld</i>	393.4 ± 2.1	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	392.5 ± 2.8	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	385.4 ± 3.0	▽	▽	■	■	..	■	▽	▲	▽
<i>Tas</i>	396.3 ± 5.4	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	413.9 ± 5.0	■	■	△	△	△	△	..	▲	■
<i>NT</i>	338.1 ± 15.5	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	401.8 ± 1.0	■	■	■	■	△	■	■	▲	..

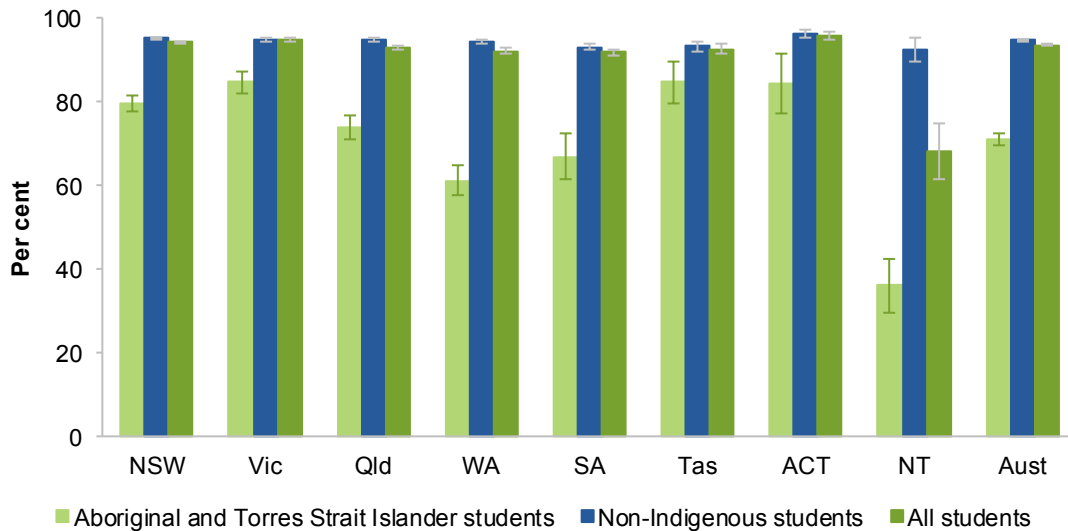
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.111. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111.

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2014 was 93.3–93.7 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (69.5–72.7 per cent) was significantly lower than for non-Indigenous students (94.6–95.0 per cent) (figure 4.30). These proportions varied across jurisdictions.

Figure 4.30 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2014^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.108.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108.

Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 5 numeracy in 2014 for all students was 486.6–488.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (415.3–420.5) was significantly lower than for non-Indigenous students (490.6–492.4). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.14 identifies statistical significance of differences between mean scale scores for year 5 numeracy outcomes across states and territories in 2014.

Table 4.14 Significance of differences for year 5 students, mean scale scores, numeracy, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
NSW	493.4 ± 1.9		■	■	■	△	△	■	▲	■
Vic	496.6 ± 1.7	■		△	△	△	△	■	▲	■
Qld	481.7 ± 2.1	■	▽		■	■	■	▽	▲	■
WA	480.6 ± 2.8	■	▽	■		■	■	▽	▲	■
SA	470.9 ± 2.9	▽	▽	■	■		■	▽	▲	▽
Tas	477.3 ± 4.8	▽	▽	■	■	■		▽	▲	■
ACT	497.4 ± 5.0	■	■	△	△	△	△		▲	■
NT	422.7 ± 13.4	▼	▼	▼	▼	▼	▼	▼		▼
Aust	487.6 ± 1.0	■	■	■	■	△	■	■	▲	

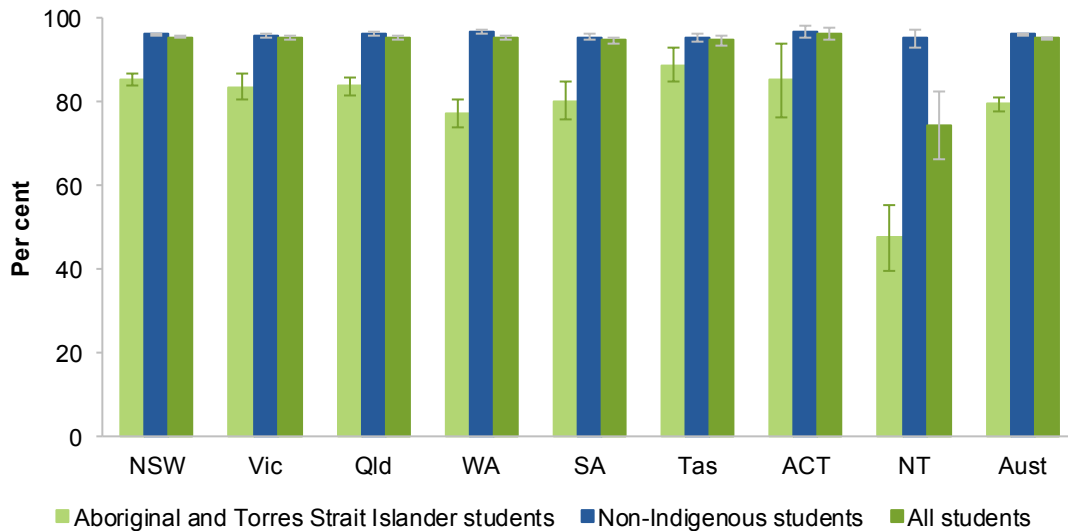
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.111. ... not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111.

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2014 was 94.9–95.3 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (77.9–81.1 per cent) was significantly lower than for non-Indigenous students (95.9–96.3 per cent) (figure 4.31). These proportions varied across jurisdictions.

Figure 4.31 **Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2014^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.108.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108.

Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 7 numeracy in 2014 for all students was 544.2–547.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (475.7–481.3) was significantly lower than for non-Indigenous students (548.0–551.4). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.15 identifies statistical significance of differences between mean scale scores for year 7 numeracy outcomes across states and territories in 2014.

Table 4.15 Significance of differences for year 7 students, mean scale scores, numeracy, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
NSW	550.3 ± 3.8	..	■	■	■	△	△	■	▲	■
Vic	548.6 ± 3.0	■	..	■	■	△	△	■	▲	■
Qld	543.6 ± 2.5	■	■	..	■	■	■	■	▲	■
WA	545.5 ± 3.7	■	■	■	..	■	■	■	▲	■
SA	533.9 ± 3.1	▽	▽	■	■	..	■	▽	▲	■
Tas	533.1 ± 6.7	▽	▽	■	■	■	..	▽	▲	■
ACT	556.6 ± 9.6	■	■	■	■	△	△	..	▲	■
NT	484.4 ± 18.6	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	545.9 ± 1.7	■	■	■	■	■	■	■	▲	..

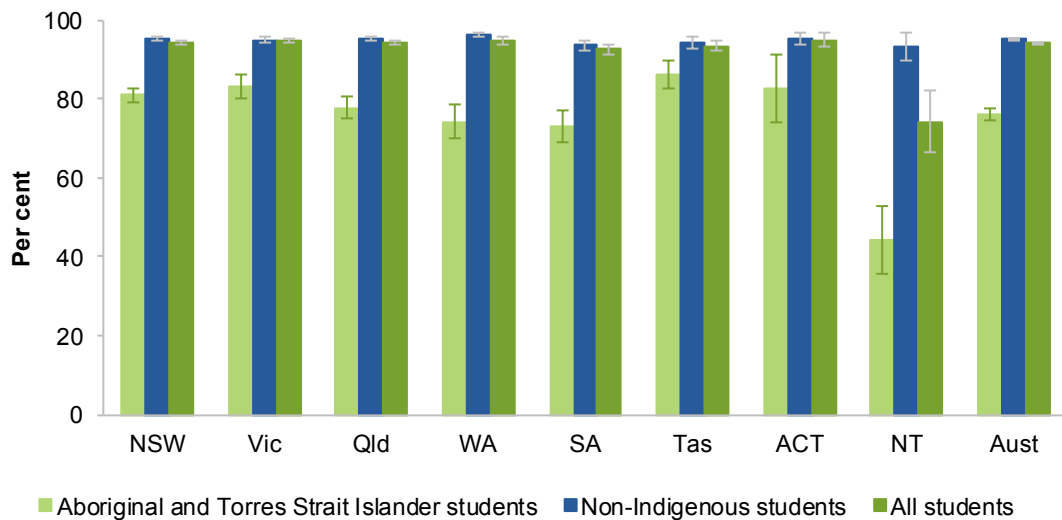
▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.111. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111.

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2014 was 93.8–94.4 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (74.7–77.7 per cent) was significantly lower than for non-Indigenous students (94.9–95.5 per cent) (figure 4.32). These proportions varied across jurisdictions.

Figure 4.32 **Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2014^{a, b}**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.108.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108.

Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 9 numeracy in 2014 for all students was 585.9–589.7 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (520.3–525.3) was significantly lower than for non-Indigenous students (589.5–593.3). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.16 identifies statistical significance of differences between mean scale scores for year 9 numeracy outcomes across states and territories in 2014.

Table 4.16 Significance of differences for year 9 students, mean scale scores, numeracy, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9
NSW	594.3 ± 3.8	..	■	△	■	△	△	■	▲	■
Vic	592.3 ± 3.8	■	..	■	■	△	△	■	▲	■
Qld	579.8 ± 3.4	▽	■	..	■	■	■	▽	▲	■
WA	591.1 ± 5.5	■	■	■	..	△	△	■	▲	■
SA	573.6 ± 5.3	▽	▽	■	▽	..	■	▽	▲	▽
Tas	572.8 ± 7.0	▽	▽	■	▽	■	..	▽	▲	▽
ACT	594.4 ± 9.7	■	■	△	■	△	△	..	▲	■
NT	532.0 ± 17.2	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	587.8 ± 1.9	■	■	■	■	△	△	■	▲	..

▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.111. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111.

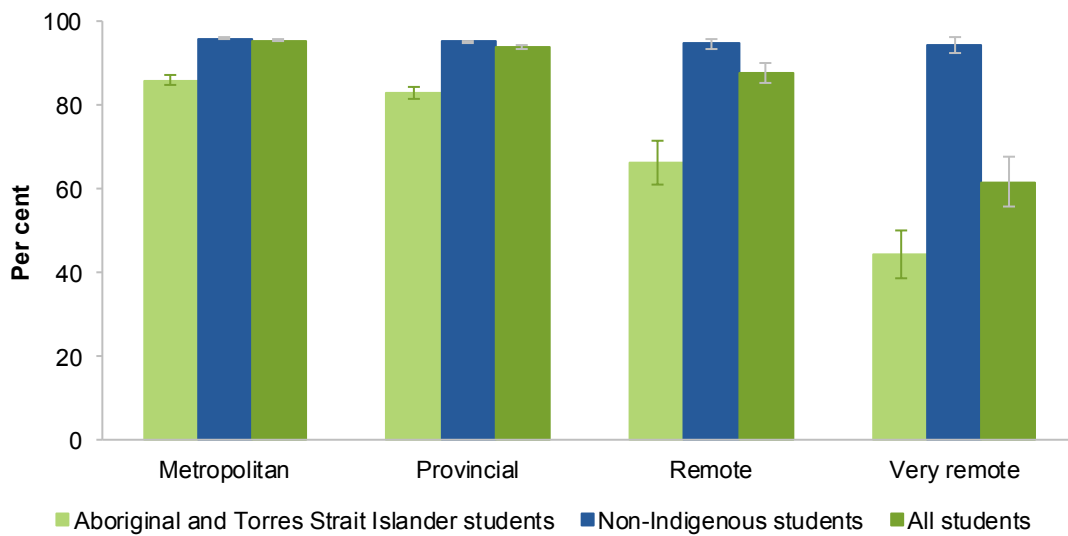
Geolocation

Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 95.3–95.7 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (93.5–94.3 per cent), remote students (85.2–90.0 per cent) and very remote students (55.9–67.5 per cent) (figure 4.33).

For all geolocation categories across years 3, 5, 7 and 9, the numeracy outcomes nationally for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students. Nationally, outcomes for Aboriginal and Torres Strait Islander students generally declined as remoteness increased, and the gap in learning outcomes between Aboriginal and Torres Strait Islander students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 numeracy literacy are in table 4A.109. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.112.

Figure 4.33 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2014^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.109.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.109.

Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in numeracy assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2014 are included in tables 4A.110 and 4A.113. Data 2013 are in table 4A.128 and 4A.131. Data for 2010, 2011 and 2012 were included in the earlier Reports.

Time series analysis of NAPLAN numeracy outcomes

The following time series outcomes are reported:

- The difference between two given years for a level (for example, year 5 numeracy from 2013 to 2014), for both the proportion at and above the national minimum standard and mean scale scores.

-
- The gain in mean scale score by a cohort of students as they move between year levels (for example year 3 numeracy in 2012 to year 5 numeracy in 2014).

Statistical significance of differences between years

Table 4.17 provides a summary of the nature of differences in achievement at year 5 for mean scale score and proportions at and above the national minimum standard for numeracy, by Indigenous status, on a national basis across various years. Data for states and territories are in tables 4A.116–123. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Nationally, for year 5 numeracy:

- the percentage of students achieving at or above the national minimum standard in 2014, and the mean scale scores, were close to or not statistically significantly different from both 2008 and 2013
- the percentage of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2014, and the mean scale scores, were close to or not statistically significantly different from both 2008 and 2013
- the percentage of non-Indigenous students achieving at or above the national minimum standard in 2014, and the mean scale scores, were close to or not statistically significantly different from both 2008 and 2013 (table 4.17).

Data for years 3, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included separately for each State and Territory and nationally in tables 4A.116–124.

Data for years 2008 and 2012 to 2013 are included in tables 4A.134–142.

Table 4.17 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 numeracy, 2008 and 2013 to 2014, and nature of the differences, Australia^{a, b}

		<i>Nature of the difference</i>				
		<i>2008</i>	<i>2013</i>	<i>2014</i>	<i>2008 to 2014</i>	<i>2013 to 2014</i>
Aboriginal and Torres Strait Islander students						
Mean scale score	no.	408.0 ± 2.8	417.4 ± 2.9	417.9 ± 2.6	■	■
At or above NMS	%	69.2 ± 1.7	73.0 ± 1.7	71.1 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	479.5 ± 1.0	489.8 ± 1.0	491.5 ± 0.9	■	■
At or above NMS	%	94.0 ± 0.2	94.6 ± 0.2	94.8 ± 0.2	■	■
All students						
Mean scale score	no.	475.9 ± 1.1	485.8 ± 1.1	487.6 ± 1.0	■	■
At or above NMS	%	92.7 ± 0.2	93.4 ± 0.2	93.5 ± 0.2	■	■

NMS = National Minimum Standard.

For Comparison of mean scale scores: ■ Average achievement is close to or not statistically different from the base year (or previous year).

For Comparison of percentage of students at or above national minimum standard: ■ Percentage of students at or above national minimum standard is close to or not statistically different from the base year (or previous year).

^a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section 2.5 of the statistical context chapter (chapter 2) for more information on confidence intervals. ^b For further information and caveats see table 4A.124.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney; table 4A.124.

Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010, 2010 to 2012 and 2012 to 2014 enables comparisons of outcomes for the same cohort of students over time (box 4.10). From year 3 in 2008 to year 5 in 2010, the gain in numeracy mean scale score (on the common national scale for years 3, 5, 7 and 9, ranging from 0 to 1000) was between 83.6 and 100.2 points nationally. For the same cohort, from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 43.3 and 55.3 points nationally, and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 45.0 and 54.4 points nationally (table 4.18).

For Aboriginal and Torres Strait Islander students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 80.0 and 98.6 points, from year 5 in 2010 to year 7 in 2012 the mean scale score gain was between 45.4 and 59.6 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 48.0 and 58.8 points. For non-Indigenous students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 83.8 and 100.4 points, from

year 5 in 2010 to year 7 in 2012, the mean scale score was between 43.2 and 55.2 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 44.9 and 54.3 points (table 4.18).

These mean scale score gains varied across jurisdictions (table 4.18). Data for other cohorts from 2008–2010, 2010–2012 and 2012–2014 are in table 4A.125. Data for years 2009–2011 and 2011–2013 are in table 4A.143.

Table 4.18 Gain in mean scale score for numeracy: year 3 (2008) to year 5 (2010) to year 7 (2012) to year 9 (2014)^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
2008 Year 3	350.3 ± 3.1	376.9 ± 5.5	316.2 ± 6.4	313.9 ± 5.1	330.7 ± 6.5	377.1 ± 8.2	355.1 ± 16.2	275.0 ± 11.0	327.6 ± 3.3
2010 Year 5	435.8 ± 3.0	457.0 ± 5.8	419.5 ± 4.5	398.0 ± 6.0	406.9 ± 6.8	450.0 ± 8.0	434.7 ± 12.8	351.6 ± 13.0	416.9 ± 3.1
2012 Year 7	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
2014 Year 9	531.5 ± 3.2	538.3 ± 4.5	525.6 ± 3.9	518.0 ± 7.4	513.8 ± 5.9	541.2 ± 7.1	535.6 ± 12.4	467.6 ± 13.8	522.8 ± 2.5
Gain 2008-2010	85.5 ± 9.2	80.1 ± 11.4	103.3 ± 11.3	84.1 ± 11.3	76.2 ± 12.4	72.9 ± 14.1	79.6 ± 22.1	76.6 ± 18.9	89.3 ± 9.3
Gain 2010-2012	41.6 ± 7.2	37.6 ± 9.7	56.4 ± 8.2	63.0 ± 9.7	57.9 ± 10.9	41.0 ± 12.3	58.4 ± 18.6	58.5 ± 20.6	52.5 ± 7.1
Gain 2012-2014	54.1 ± 6.0	43.7 ± 7.9	49.7 ± 6.7	57.0 9.8	49.0 ± 9.5	50.2 ± 10.9	42.5 ± 17.8	57.5 ± 20.8	53.4 ± 5.4
Non-Indigenous students									
2008 Year 3	411.3 ± 1.6	417.5 ± 1.4	371.9 ± 2.1	387.4 ± 2.2	391.7 ± 2.5	401.6 ± 4.5	413.1 ± 5.0	386.9 ± 5.9	400.5 ± 1.0
2010 Year 5	501.0 ± 1.9	503.2 ± 1.6	478.5 ± 1.8	483.0 ± 2.4	475.2 ± 2.7	482.8 ± 4.6	500.2 ± 5.0	472.7 ± 5.0	492.6 ± 1.0
2012 Year 7	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
2014 Year 9	598.0 ± 3.9	593.2 ± 3.8	583.7 ± 3.3	596.5 ± 5.4	576.3 ± 5.0	575.0 ± 6.8	596.2 ± 9.6	569.2 ± 11.5	591.4 ± 1.9
Gain 2008-2010	89.7 ± 8.5	85.7 ± 8.4	106.6 ± 8.6	95.6 ± 8.8	83.5 ± 9.0	81.2 ± 10.4	87.1 ± 10.7	85.8 ± 11.2	92.1 ± 8.3
Gain 2010-2012	45.6 ± 7.2	42.1 ± 6.7	57.6 ± 6.3	57.3 ± 7.0	56.6 ± 7.1	45.8 ± 9.9	47.0 ± 12.3	50.0 ± 15.2	49.2 ± 6.0
Gain 2012-2014	51.4 ± 6.7	47.9 ± 6.3	47.6 ± 5.5	56.2 ± 7.4	44.5 ± 7.1	46.4 ± 10.3	49.0 ± 14.2	46.5 ± 17.9	49.6 ± 4.7
All students									
2008 Year 3	408.9 ± 1.6	416.9 ± 1.4	367.9 ± 2.2	381.9 ± 2.4	388.8 ± 2.7	399.9 ± 4.2	411.5 ± 5.1	338.4 ± 12.4	396.9 ± 1.0
2010 Year 5	498.4 ± 2.0	502.7 ± 1.6	474.1 ± 1.9	476.8 ± 2.6	472.6 ± 2.8	479.4 ± 4.8	498.7 ± 5.1	421.5 ± 14.4	488.8 ± 1.0
2012 Year 7	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
2014 Year 9	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9
Gain 2008-2010	89.5 ± 8.5	85.8 ± 8.4	106.2 ± 8.6	94.9 ± 8.9	83.8 ± 9.0	79.5 ± 10.3	87.2 ± 10.8	83.1 ± 20.5	91.9 ± 8.3
Gain 2010-2012	45.0 ± 7.2	41.6 ± 6.7	57.9 ± 6.4	58.1 ± 7.1	56.5 ± 7.1	46.6 ± 10.3	47.2 ± 12.4	53.2 ± 24.1	49.3 ± 6.0
Gain 2012-2014	50.9 ± 6.7	48.0 ± 6.3	47.8 ± 5.6	56.2 ± 7.6	44.5 ± 7.3	46.8 ± 10.8	48.5 ± 14.3	57.3 ± 25.5	49.7 ± 4.7

^a The mean scale scores for 2008, 2010, 2012 and 2014 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2010 to 2012 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. ^b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups.

Source: ACARA (2014 and unpublished) *2014 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.125.

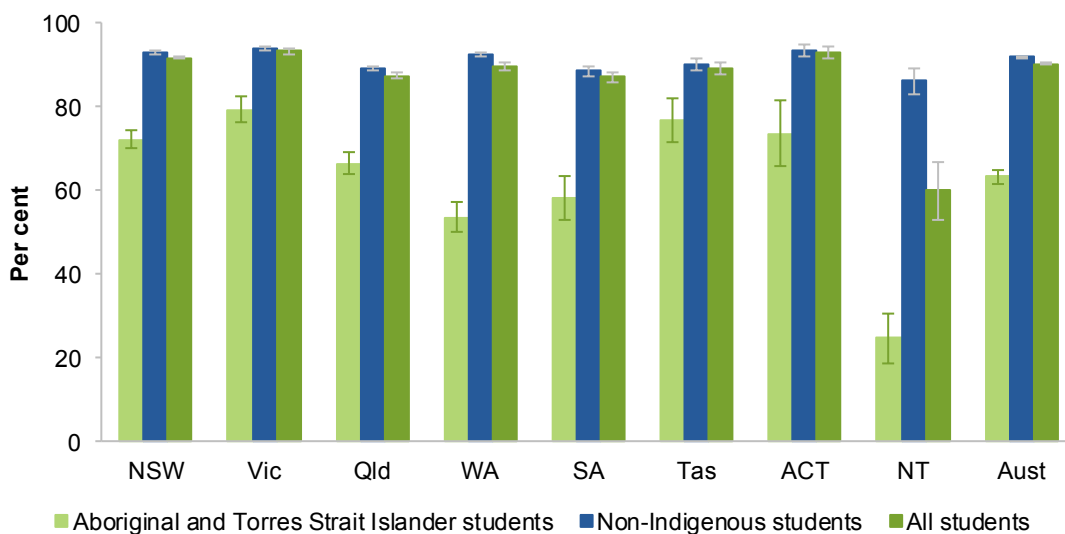
NAPLAN Persuasive Writing

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the persuasive writing domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) for 2014 are included in tables 4A.72–89.

This chapter reports on 2014 NAPLAN outcomes. NAPLAN persuasive writing outcomes for 2013 (not included in earlier reports) are in attachment tables 4A.90–107.

The proportion of year 5 students who achieved at or above the persuasive writing national minimum standard in 2014 was 89.9–90.5 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (61.7–64.9 per cent) was significantly lower than for non-Indigenous students (91.6–92.3 per cent). These proportions varied across jurisdictions (figure 4.34).

Figure 4.34 Proportion of year 5 students achieving at or above the persuasive writing national minimum standard, 2014^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.72.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.72.

Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for persuasive writing in 2014 are provided in table 4A.72.

The mean scale score for year 5 persuasive writing in 2014 for all students was 467.4–469.2 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (387.5–396.1) was significantly lower than for non-Indigenous students (471.9–473.5). Mean scale scores varied across jurisdictions (table 4A.75).

Table 4.19 identifies statistical significance of differences between mean scale scores for year 5 persuasive writing outcomes across states and territories in 2014.

Table 4.19 Significance of differences for year 5 students, mean scale scores, persuasive writing, 2014^a

		Comparison jurisdiction								
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
		473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
NSW	473.7 ± 1.6	..	■	△	■	△	■	■	▲	■
Vic	480.8 ± 1.3	■	..	△	△	△	△	■	▲	■
Qld	457.3 ± 2.1	▽	▽	..	■	■	■	▽	▲	■
WA	464.4 ± 2.7	■	▽	■	..	■	■	■	▲	■
SA	455.4 ± 3.1	▽	▽	■	■	..	■	▽	▲	■
Tas	461.0 ± 4.8	■	▽	■	■	■	..	■	▲	■
ACT	473.0 ± 5.2	■	■	△	■	△	■	..	▲	■
NT	379.5 ± 20.5	▼	▼	▼	▼	▼	▼	▼	..	▼
Aust	468.3 ± 0.9	■	■	■	■	■	■	■	▲	..

▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

^a For further information and caveats see table 4A.75. .. not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.75.

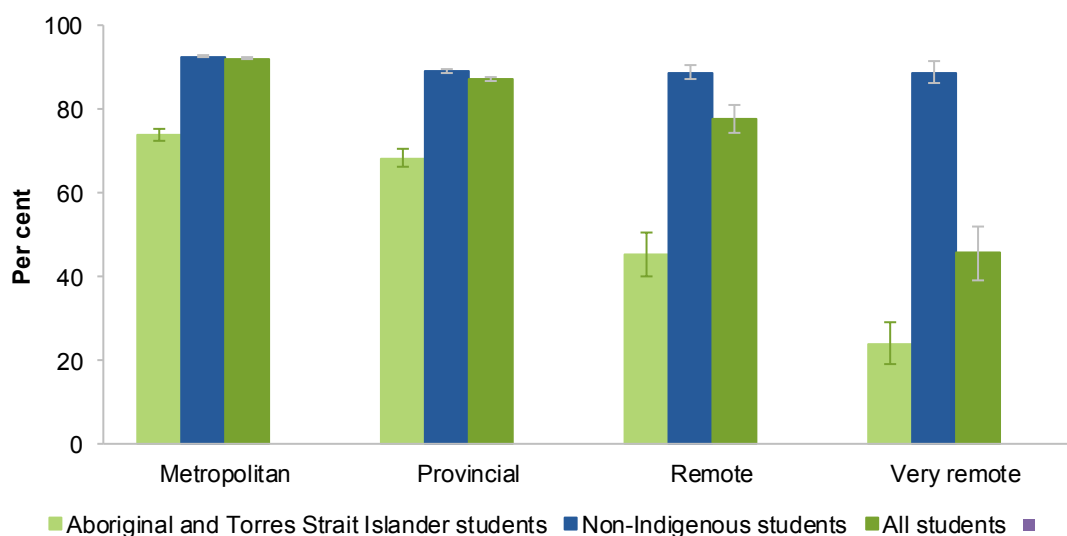
Geolocation

Across all year levels, persuasive writing outcomes tended to decline with remoteness. For year 5, for example, 91.8–92.4 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (86.9–87.9 per cent), remote students (74.3–80.9 per cent) and very remote students (39.4–52.2 per cent) (figure 4.35).

For all geolocation categories across years 3, 5, 7 and 9, the persuasive writing outcomes nationally for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students. Nationally, outcomes for Aboriginal and Torres Strait Islander students generally declined as remoteness increased, and the gap in learning outcomes between Aboriginal and Torres Strait Islander students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 numeracy literacy are in table 4A.73. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.76.

Figure 4.35 National proportion of year 5 students achieving at or above the persuasive writing national minimum standard, by Indigenous status and geolocation, 2014 ^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 3, 7 and 9 which are detailed in table 4A.73.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.73.

Data for years 3, 7 and 9, and outcomes by equity group, parental education and parental occupation for 2014 are in tables 4A.72–79.

Statistical significance of differences for persuasive writing between 2011, 2013 and 2014 for years 3, 5, 7 and 9 for mean scale scores and proportions at and above national minimum standard are included separately for each state and territory and nationally in

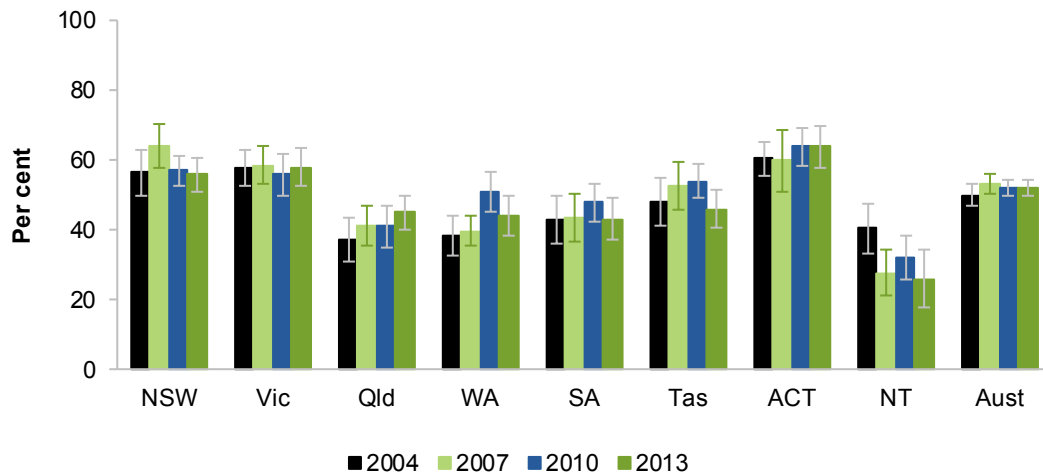
tables 4A.80–88. These tables also include proportions at or above national minimum standard for LBOTE students and by sex.

National Assessment Program — Civics and citizenship performance

The National Years 6 and 10 Civics and citizenship assessment was conducted for the first time in 2004 and is repeated triennially. In 2013, 5777 year 6 students from 342 government and non-government schools and 5478 year 10 students from 329 government and non-government schools from all states and territories participated in the assessment (ACARA 2014b).

Nationally in 2013, the proportion of participating year 6 students who achieved at or above the proficient standard in civics and citizenship performance was 49.6–54.4 per cent, not significantly different from 2004, 2007 or 2010. These proportions varied across jurisdictions (figure 4.36).

Figure 4.36 **Proportion of year 6 students achieving at or above the proficient standard, civics and citizenship performance** ^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b National minimum standards such as those set in literacy and numeracy have not been set for civics and citizenship performance. The proficient standard for year 6 civics and citizenship performance is set at proficiency level 2, a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard..

Source: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013*, Sydney; table 4A.149.

Nationally in 2013, 13.9–30.1 per cent of Aboriginal and Torres Strait Islander year 6 students achieved at the proficient standard or above in civics and citizenship, significantly lower than the proportion for non-Indigenous students (48.4–53.6 per cent) (table 4A.151).

Nationally in 2013, 52.3–57.7 per cent of female year 6 students achieved at the proficient standard or above in civics and citizenship, significantly higher than the proportion for male students (44.6–51.4 per cent) (table 4A.151). Data by geolocation and for students who speak languages other than English at home are included in tables 4A.150-151.

In 2013, the mean scale score for year 6 students in civics and citizenship proficiency was 396.9–409.1, not significantly different from 2004, 2007 or 2010 (table 4A.152). Mean scale scores varied across jurisdictions.

Table 4.20 identifies significance of differences in mean scale scores between states and territories for year 6 civics and citizenship performance in 2013.

Table 4.20 Significance of differences for year 6 students, mean scale scores, civics and citizenship performance, 2013^a

	Mean scale score	Comparison jurisdiction							
		NSW	Vic	Qld	WA	SA	Tas	ACT	NT
		418 ± 14.0	421 ± 10.6	384 ± 13.0	383 ± 16.2	379 ± 14.3	383 ± 13.1	433 ± 14.5	314 ± 26.9
NSW	418 ± 14.0	..	■	▲	▲	▲	▲	■	▲
Vic	421 ± 10.6		..	▲	▲	▲	▲	■	▲
Qld	384 ± 13.0	▼	▼	..	■	■	■	▼	▲
WA	383 ± 16.2	▼	▼	■	..	■	■	▼	▲
SA	379 ± 14.3	▼	▼	■	■	..	■	▼	▲
Tas	383 ± 13.1	▼	▼	■	■	■	..	▼	▲
ACT	433 ± 14.5	■	■	▲	▲	▲	▲	..	▲
NT	314 ± 26.9	▼	▼	▼	▼	▼	▼	▼	..

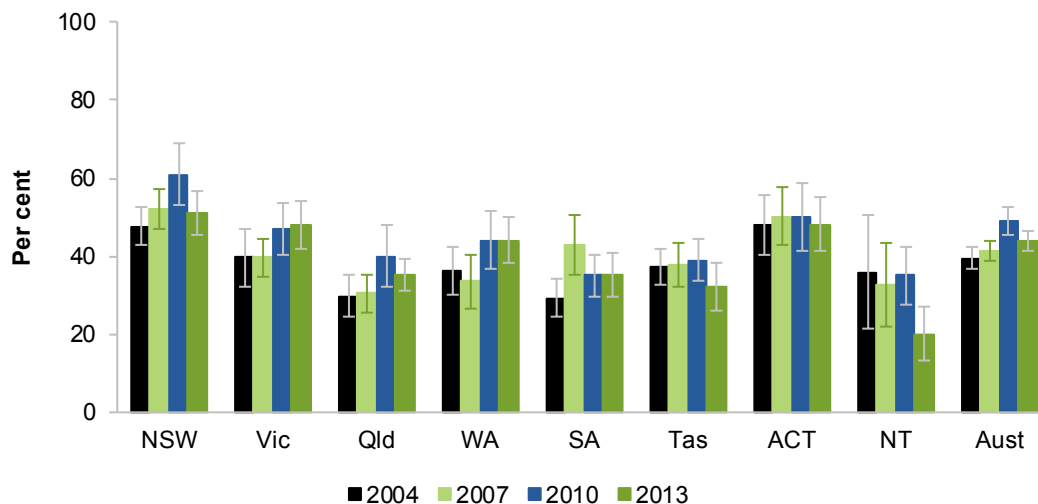
▲ Mean scale score is significantly higher than in the comparison State/Territory. ■ Mean scale score is not significantly higher or lower than the comparison State/Territory. ▼ Mean scale score is significantly lower than in the comparison State/Territory.

^a For further information and caveats see table 4A.153. .. not applicable.

Source: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013*, Sydney; table 4A.153.

Nationally in 2013, the proportion of participating year 10 students who achieved at or above the proficient standard in civics and citizenship performance was 41.4–46.6 per cent, not significantly different from 2004, 2007 or 2010. These proportions varied across jurisdictions (figure 4.37).

Figure 4.37 **Proportion of year 10 students achieving at or above the proficient standard, civics and citizenship performance ^{a, b}**



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b National minimum standards such as those set in literacy and numeracy have not been set for science literacy performance. The proficient standard for year 10 civics and citizenship performance is set at proficiency level 3, a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

Source: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013*, Sydney; table 4A.149.

Nationally in 2013, 6.6–27.4 per cent of Aboriginal and Torres Strait Islander year 10 students achieved at the proficient standard or above in civics and citizenship, significantly lower than the proportion for non-Indigenous students (41.9–48.1 per cent) (table 4A.151).

Nationally in 2013, 42.0–50.0 per cent of female year 10 students achieved at the proficient standard or above in civics and citizenship, not significantly different from the proportion for male students (38.3–45.7 per cent) (table 4A.151). Data by geolocation and for students who speak languages other than English at home are included in tables 4A.150-151.

In 2013, the mean scale score for year 10 students in civics and citizenship proficiency was 504.2–517.8, not significantly different from 2004, 2007 or 2010 (table 4A.152). Mean scale scores varied across jurisdictions.

Table 4.21 identifies significance of differences in mean scale scores between states and territories for year 10 civics and citizenship performance in 2013.

Table 4.21 Significance of differences for year 10 students, mean scale scores, civics and citizenship performance, 2013^a

		<i>Comparison jurisdiction</i>							
		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
	<i>Mean scale score</i>	535 ± 14.9	521 ± 14.3	484 ± 11.9	510 ± 14.5	486 ± 16.5	466 ± 20.7	525 ± 13.8	418 ± 24.2
NSW	535 ± 14.9	..	■	▲	▲	▲	▲	■	▲
Vic	521 ± 14.3	●	..	▲	■	▲	▲	■	▲
Qld	484 ± 11.9	▼	▼	..	▼	■	■	▼	▲
WA	510 ± 14.5	▼	■	▲	..	▲	▲	■	▲
SA	486 ± 16.5	▼	▼	■	▼	..		▼	▲
Tas	466 ± 20.7	▼	▼	■	▼		..	▼	▲
ACT	525 ± 13.8	■	■	▲	■	▲	▲	..	▲
NT	418 ± 24.2	▼	▼	▼	▼	▼	▼	▼	..

▲ Mean scale score is significantly higher than in the comparison State/Territory. ■ Mean scale score is not significantly higher or lower than the comparison State/Territory. ▼ Mean scale score is significantly lower than in the comparison State/Territory.

^a For further information and caveats see table 4A.153. .. not applicable.

Source: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013*, Sydney; table 4A.153.

Civics and citizenship performance by geolocation and sex are summarised in tables 4A.150–151. Further details, including data by country of birth, and mean scores for all categories are reported in ACARA (2014b).

National Assessment Program — ICT performance

The national years 6 and 10 ICT performance assessment was conducted for the first time in 2005, and repeated in 2008 and 2011. Nationally, in 2011, 60.0–64.0 per cent of year 6 students achieved at the proficient standard or above, a statistically significant increase from 54.2–59.8 per cent in 2008 (table 4A.154). Nationally, in 2011, 62.7–67.3 per cent of year 10 students achieved at the proficient standard or above, not significantly different from 2008 (63.0–69.0 per cent) (table 4A.154). Detailed outcomes of the 2011 assessment were included in the 2013 Report. Relevant data are reported in tables 4A.155–158.

National Assessment Program — Science literacy performance

The national year 6 Science literacy performance assessment was conducted for the first time in 2003, and was repeated in 2006, 2009 and 2012. Nationally, in 2012, 49.4–53.4 per cent of year 6 students achieved at the proficient standard or above, not significantly different from 2006 or 2009 (table 4A.144). Detailed outcomes of the 2012

assessment were included in the 2014 Report. Relevant data are reported in tables 4A.144-148.

ICILS assessment

The IEA International Computer and Information Literacy Study (ICILS) was conducted at year 8 level for the first time in 2013 (box 4.11).

Box 4.11 IEA International Computer and Information Literacy Study (ICILS)

ICILS is a sample assessment that examines students' acquisition of computer and information literacy: 'the ability to use computers to investigate, create and communicate in order to participate effectively at home, at school, in the workplace and in society'. The assessment was developed by ACER and is organised by the International Association for the Evaluation of Educational Achievement (IEA). The main purpose of ICILS is to determine how well students are prepared for study, work and life in the information age, and how their performance compares with students in other participating countries. In total, 21 education systems participated in the 2013 cycle of ICILS.

The modules tested included authentic computer based information literacy, management and communication tasks.

In Australia, 5326 students from 320 government and non-government schools participated in the test in 2013.

Unlike other international and national tests, including the National Assessment Program — ICT performance assessment of years 6 and 10 (reported elsewhere in this chapter), there is no national proficiency level set for ICILS testing at this time.

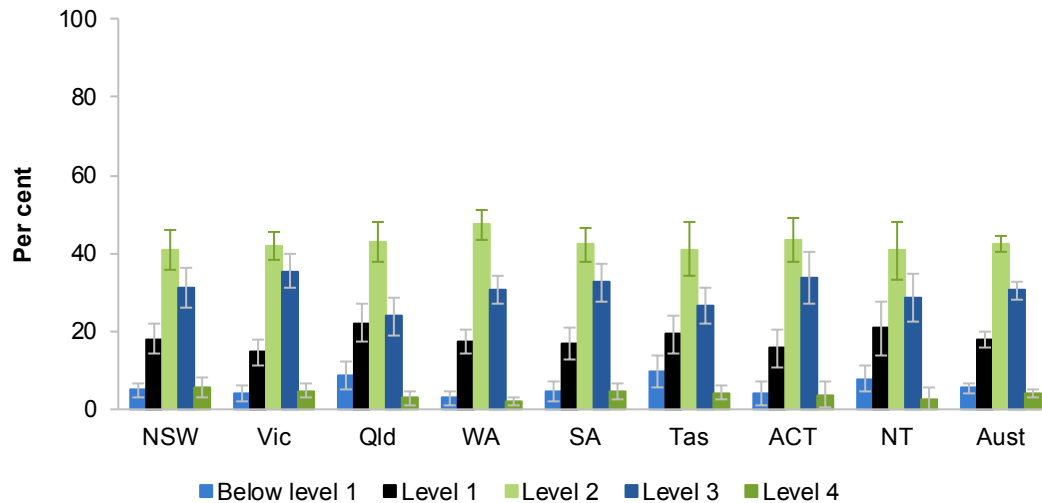
Source: ACER (2014a).

Nationally, the proportion of year 8 students who achieved at each ICILS proficiency level in 2013 was:

- 4.1 per cent of students at achieved level 4 (highest level)
- 30.4 per cent of students at achieved level 3
- 42.3 per cent of students at achieved level 2
- 17.9 per cent of students at achieved level 1
- 5.3 per cent of students at achieved below level 1.

These proportions varied across jurisdictions (figure 4.38).

Figure 4.38 Proportions of year 8 students achieving various levels in ICILS testing, 2013



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate.

Source: Australian Council for Educational Research (ACER) and unpublished *ICILS 2013: Australian students' readiness for study, work and life in the digital age*; table 4A.181.

Nationally, the mean score for ICILS in 2013 was 541.6 score points. This was significantly above the average of all participating countries who met the required sampling rates. Mean scores varies across jurisdictions (figure 4.39).

Nationally, in 2013, the mean scores for:

- Aboriginal and Torres Strait Islander students (478.9 points) were significantly below that of non-Indigenous students (545.9 points)
- male students (529.4 points) were significantly below female students (553.5 points) (table 4A.182)

Mean scores for geographically remote students and by socio-economic status are included in table 4A.182.

Figure 4.39 Mean scores of year 8 students in ICILS testing, 2013



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate.

Source: Australian Council for Educational Research (ACER) and unpublished *ICILS 2013: Australian students' readiness for study, work and life in the digital age*; table 4A.181.

PISA assessment

The Programme for International Student Assessment (PISA) is a sample assessment undertaken every three years (box 4.12). Data from PISA 2012 were included in the 2014 Report. The attachment tables contain detailed results for PISA 2012 and summary data from earlier PISA rounds (tables 4A.159–173). Detailed results from earlier PISA rounds were included in earlier reports. PISA 2015 data are anticipated to be included in the 2017 Report.

Box 4.12 Programme for International Student Assessment

PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. In 2012, around 510 000 students from 65 countries and economies participated in the PISA assessment. From Australia, this included 14 481 students from 775 schools. Mathematical literacy was the major domain tested in PISA 2012.

Time series comparisons can only be made across PISA data once a subject has been a major assessment domain. All domains have now been the subject of a major assessment, but in different cycles.

The national proficient standard is set at Proficiency level 3.

Further information on PISA is available at the PISA website: www.acer.edu.au/ozpisa/reports.

Source: Australian Council for Educational Research (ACER 2013).

PISA reading literacy

Reading literacy was the major domain tested in the PISA 2000 and 2009 cycles. Reading literacy results from subsequent cycles may be compared with the 2000 cycle. In PISA 2012 the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in reading literacy nationally was 62.9–65.5 per cent (table 4A.160).

Results of the PISA 2009 Digital Reading Literacy Assessment were released in 2012. Students in every State and Territory performed significantly higher in digital than print reading literacy (ACER 2012a).

PISA mathematical literacy

Mathematical literacy was the major domain tested in the PISA 2003 and 2012 surveys. Mathematical literacy results from subsequent cycles may be compared with the 2003 cycle. In PISA 2012 the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in mathematical literacy was 56.9-59.9 per cent (table 4A.165).

PISA scientific literacy

Scientific literacy was the major domain tested in the PISA 2006 cycle. Scientific literacy results from subsequent cycles may be compared with the 2006 cycle. In PISA 2012, the proportion of Australian 15 year old students who achieved at or above the national proficient standard of Level 3 in scientific literacy nationally was 63.5–66.3 per cent (table 4A.170).

Other PISA releases

Two additional PISA 2012 reports were released during 2014:

- Financial literacy data were released at a national level only. On average Australian students performed significantly better (526 score points) than the OECD average of 500 score points (ACER 2014b).
- A report on problem solving was also released. Australia achieved a mean score of 523 points on the problem-solving assessment, which was significantly above the OECD average of 500 score points. Problem solving data are also available by state and territory (ACER 2014c).

PIRLS assessment

The Progress in International Reading Literacy Study (PIRLS) assessments are undertaken every five years (box 4.13). Outcomes from the 2011 PIRLS were first included in the 2014 Report and data are included in the attachment tables to this report (tables 4A.179-180).

Box 4.13 Progress in International Reading Literacy Study

PIRLS provides learning outcomes data for year 4 students in reading literacy performance. This international test is conducted every five years but was first undertaken by students in Australian schools in 2011. Students from 45 countries or economies participated in the 2011 PIRLS assessment, including over 6000 Australian students from 280 schools.

PIRLS uses two organising dimensions for the assessment, referred to as the *purposes for reading* and the *reading processes*. Each of the reading processes — focus on and retrieve explicitly stated information, make straightforward inferences, interpret and integrate ideas and information and examine and evaluate content, language and textual elements — is assessed within each purpose for reading (reading for literacy experience and reading to gain information). The PIRLS 2011 assessment was based on 10 different texts, five for the literary purpose and five for the informational purpose.

PIRLS is assessed on a different basis to NAPLAN testing and its results are not comparable to NAPLAN results. Whereas NAPLAN measures against a national minimum standard, PIRLS measures against a series of achievement levels. PIRLS may provide additional information on reading that is not available in NAPLAN.

Source: Australian Council for Educational Research (ACER 2012b)

In PIRLS 2011 the proportion of tested Australian year 4 students who achieved at or above the intermediate international benchmark (a score of 475) was 73.6–77.6 per cent (table 4A.179). This was a lower proportion than 26 other participating countries or economies.

TIMSS assessment

The Trends in International Mathematics and Science Study (TIMSS) assessments are conducted each four years (box 4.14) and provide learning outcomes data for students in year 4 and year 8 in the assessment domains of mathematics achievement and science achievement.

Box 4.14 Trends in International Mathematics and Science Study

The TIMSS provides learning outcomes data for students in year 4 and year 8 in two assessment domains: mathematics achievement and science achievement. In 2011, 600 000 students from 52 countries participated in the TIMSS assessment. From Australia, this included over 13 700 students from 555 schools.

The attachment tables (tables 4A.174–178) contain detailed results for the 2003, 2007 and 2011 TIMSS assessments. Further information on TIMSS is available at the TIMSS website: <http://www.acer.edu.au/timss>.

Source: Australian Council for Educational Research (ACER 2012b)

Detailed data from the 2011 TIMSS were included in the 2013 Report. Tables 4A.174–178 contain detailed results for the 2003, 2007 and 2011 TIMSS assessments, by achievement level, including 2011 TIMSS outcomes by equity group and comparisons of significance of difference between the 2011 TIMSS and earlier rounds.

Other outcomes

Completion

‘Completion’ is an indicator of governments’ objective that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.15).

Box 4.15 Completion

‘Completion’ (completion rate) is defined as the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population. The estimated potential year 12 population is an estimate of a single year age group that could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. The completion rate is reported by socio-economic status, geolocation and sex.

- The criteria for obtaining a year 12 or equivalent certificate vary across jurisdictions.
- The aggregation of all postcode locations into three socio-economic status categories — high, medium and low — means there may be significant variation within the categories. The low category, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.

Data reported for this measure are:

- comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions (see caveats in attachment tables for specific jurisdictions)
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service:

A high or increasing completion rate suggests an improvement in educational outcomes.

Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

Completion rates are primarily used as indicators of trends and are used, in part, because information on participation and retention rates is generally not available by socio-economic background or geographic location. Comparisons across jurisdictions need to be made with care, for the following reasons:

- assessment, reporting and requirements for obtaining year 12 certificates or equivalent vary across states and territories — for example, from moderated school-based assessment to a mix including external and internal assessment, and from completion of a pattern of study to a prescribed level of attainment

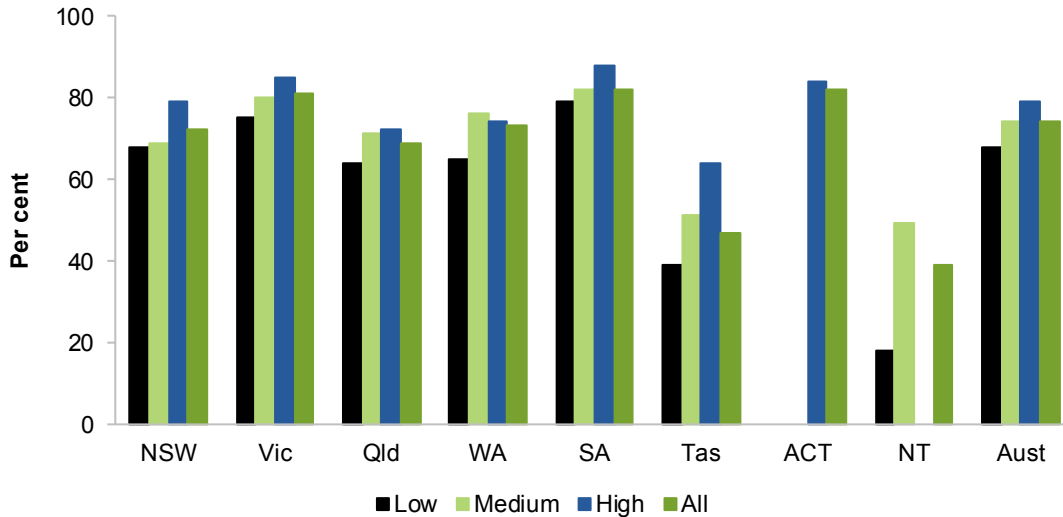
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- inaccuracies arise from using both home postal address and school location address in compiling data by socio-economic status and geolocation
 - small changes in population or completions can affect the estimates of completion rates, particularly for states and territories with smaller populations
 - students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others, and the proportions of such students vary across jurisdictions.

Nationally in 2013, the year 12 completion rate for all students was 74 per cent. The completion rate for males was 69 per cent compared with 78 per cent for females (table 4A.192).

Socio-economic status is determined according to the ABS Postal Area Index of Relative Socio-economic Disadvantage, on the basis of postcode of students' home addresses. Low socio-economic status is the average of the 3 lowest deciles, medium socio-economic status is the average of the 4 middle deciles and high socio-economic status is the average of the 3 highest deciles.

Nationally in 2013, year 12 completion rates for students from low (68 per cent) and medium (74 per cent) socio-economic backgrounds were below those for students from a high socio-economic background (79 per cent) (figure 4.40). Nationally, completion rates were higher for female students than for male students in all socio-economic categories (table 4A.191).

Figure 4.40 **Completion rates, year 12, by socio-economic status, 2013**
(per cent)^{a, b, c, d, e}



^a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 years divided by 5. ^b The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socio-economic status, on the basis of postcode of students' home addresses. ^c Low socio-economic status is the average of the 3 lowest deciles, medium socio-economic status is the average of the 4 middle deciles and high socio-economic status is the average of the 3 highest deciles. ^d A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socio-economic status differ slightly to those in other publications. ^e The populations for the low and medium socio-economic status deciles in the ACT and the high socio-economic status deciles in the NT are not published due to small numbers.

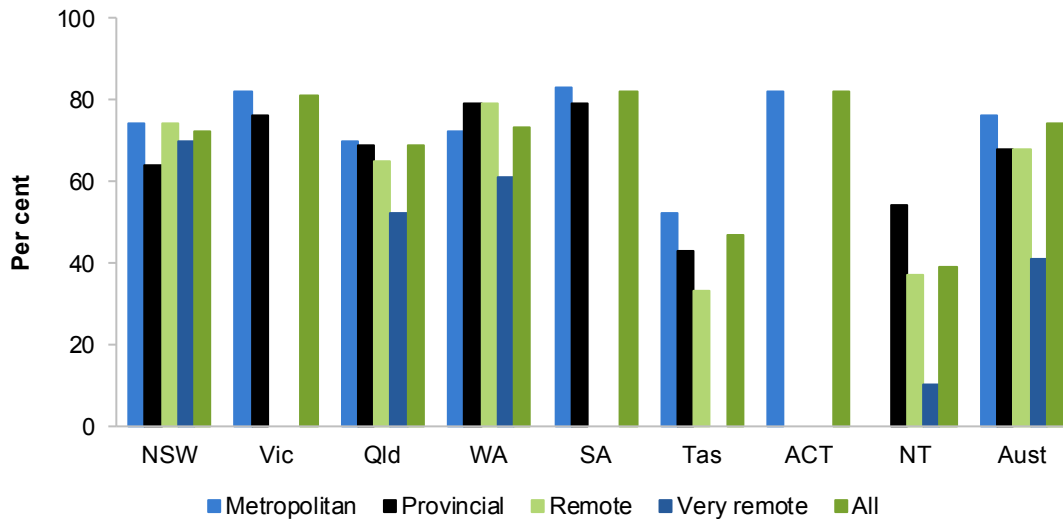
Source: Australian Government Department of Education (unpublished); table 4A.191.

Geographic isolation is determined using the MCEECDYA (now Education Council) Geographic Location Classification.

Nationally, the completion rate was highest in the metropolitan zone (76 per cent) in 2013. The completion rate was lower in the provincial zone (68 per cent), remote areas (68 per cent) and very remote areas (41 per cent) (figure 4.41).

Nationally in 2013, completion rates were higher for females in all geographic zones. In the metropolitan zone, the female completion rate was 79 per cent, compared with 72 per cent for males. In the remote zone, the female completion rate was 77 per cent, compared with 59 per cent for males (table 4A.192). Time series data on national completion rates are reported in tables 4A.191–192.

Figure 4.41 **Completion rates, year 12, by geolocation, 2013 (per cent)^{a, b, c, d}**



^a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by 5. ^b Definitions are based on the MCEECDYA (now Education Council) Geographic Location Classification. ^c All of the ACT is included in the metropolitan zone. There are no metropolitan areas in the NT. There are no very remote areas in Victoria. ^d Remote data for Victoria and remote and very remote data for SA are not published due to small numbers. The very remote population in Tasmania is too small to give meaningful results and are not published.

Source: Australian Government Department of Education (unpublished); table 4A.192.

The Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years having attained at least a year 12 or equivalent or AQF Certificate II; and the proportions of the 20–24 and 20–64 year olds by Indigenous status, low socio-economic status and by remoteness area having attained at least a year 12 or equivalent or AQF Certificate II (tables BA.31–35).

Destination

‘Destination’ is an indicator of governments’ objective of ensuring that school leavers make successful transitions from school and continue to improve their skills through further post-school education, training and/or employment. It is an indicator of students’ post-school transitions into education, training and employment (box 4.16).

Box 4.16 Destination

'Destination' (school leaver destination rate) is defined by three measures:

- The proportion of school leavers aged 15–24 who left school at any time, who are fully participating in education and/or training, or employment. Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below. Data are sourced from the Survey of Education and Work.
- The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study. Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below. Data are sourced from the Survey of Education and Work. Large confidence intervals for smaller jurisdictions suggest that these data should be interpreted with caution.
- The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work. Data are reported by highest level of qualification. Data are sourced from the Census of Population and Housing.

A higher or increasing estimated proportion of school leavers participating in further education, training or full time employment is likely to result in improved educational and employment outcomes in the longer term.

The Survey of Education and Work data reported for this indicator relate to the jurisdiction in which the young person was resident the year of the survey and not necessarily the jurisdiction in which they attended school.

Data reported for this measure are

- comparable across jurisdictions
- complete for the current reporting period. All required 2011 and 2013 data are available for all jurisdictions providing the service.

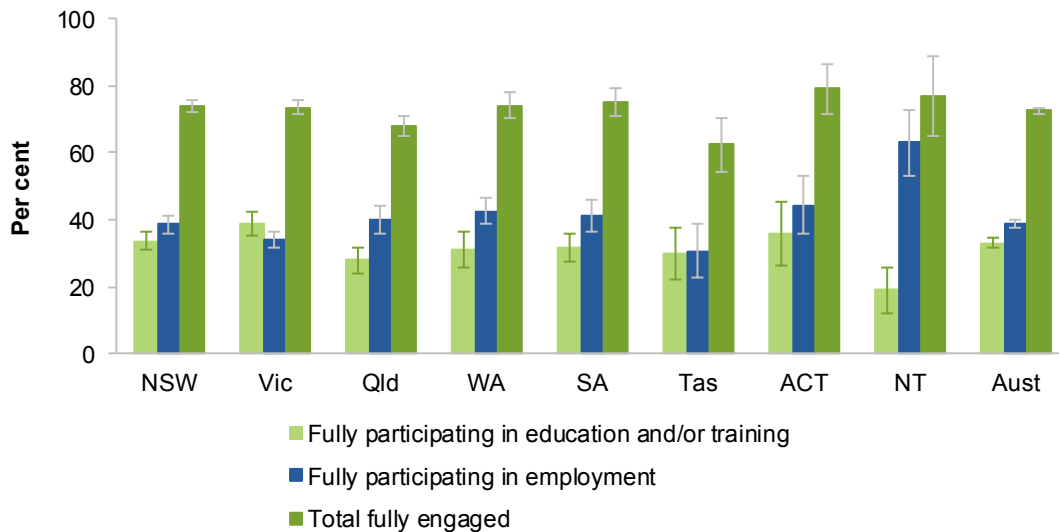
Information about data quality for this indicator is at www.pc.gov.au/rogs/2015.

The proportion of school leavers aged between 15–24 who left school at any time, who are fully participating in education and/or training, or employment

Nationally, in 2013, 72.6 per cent of all school leavers aged 15–24 were fully engaged in education and/or training, or employment, or a combination of education and/or training and employment. The proportion fully participating in education and/or training was 33.1 per cent and the proportion fully participating in employment was 38.7 per cent (figure 4.42). These proportions varied across jurisdictions.

Amongst year 12 school leavers, the proportion fully engaged in education and/or training, or employment, or a full time combination of education/training and employment was 77.8 per cent nationally. Amongst year 11 school leavers, this proportion was 56.7 per cent (table 4A.193). Table 4A.193 also provides the proportions participating in higher education and TAFE.

Figure 4.42 School leaver destination (15–24 year olds), 2013^{a, b, c}



^a Includes all people aged 15–24 years who are no longer in school. ^b The ABS Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas. This has a minor impact on national or state and territory estimates, but affects the comparability of NT results as people from Indigenous communities in very remote areas account for around 15 per cent of the NT 15–74 year old population. See also table 4A.35 for the proportions of students attending schools in remote and very remote areas. ^c Total fully engaged includes people primarily engaged in full time formal study, people primarily engaged in full time employment, people engaged in full time formal study and full time employment, and people engaged in part time formal study and part time employment.

Source: ABS (unpublished, TableBuilder) Education and Work, 2013, cat. no. 6227.0; table 4A.193.

The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study

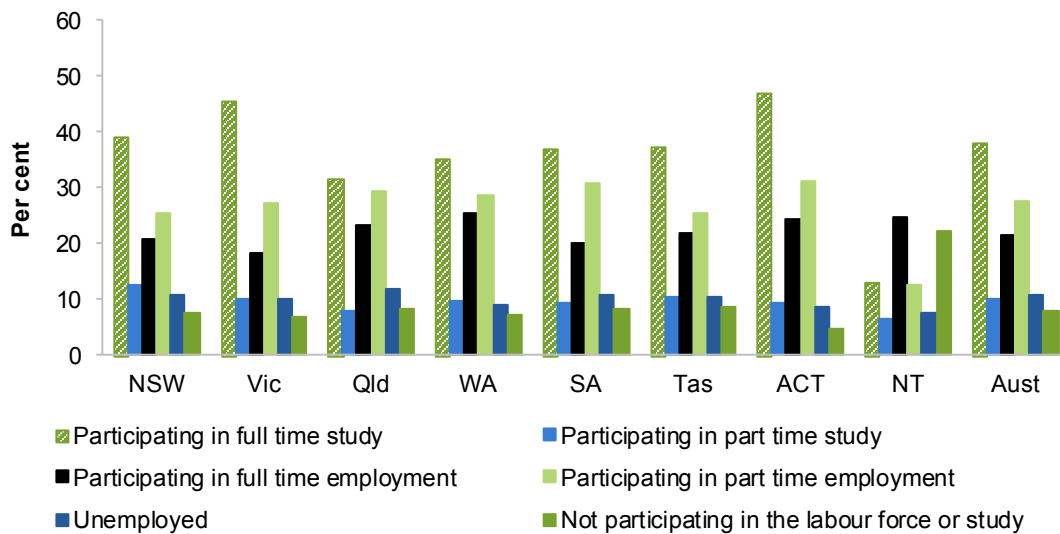
The proportion of all school leavers who left school in 2012 who were working either full or part time in 2013 is 56.4 per cent and the proportion studying either full or part time is 59.0 per cent (some school leavers were undertaking both work and study and some were undertaking neither). Amongst all school leavers in 2012, 42.2 per cent were year 12 completers who were subsequently working in 2013, 49.5 per cent were year 12 completers who were subsequently studying in 2013, 13.7 per cent were year 11 or below completers who were subsequently working in 2013 and 9.4 per cent were year 11 and below completers who were subsequently studying in 2013 (table 4A.195).

The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work

In 2011, 37.9 per cent of all 15–19 year olds who were not undertaking school education were participating in full time study and 10.2 per cent were participating in part time study. Of this group, 21.4 per cent were participating in full time employment and 27.4 per cent were participating in part time employment (individuals may be participating in both work and study simultaneously). Amongst this group, 10.6 per cent were unemployed and

7.8 per cent were not participating in the labour force or in study (figure 4.43). These proportions varied across jurisdictions. Table 4A.194 provides data by highest level of qualification (post school higher education, post school TAFE, year 12 or equivalent, year 11 or below).

Figure 4.43 Study and employment destination for 15–19 year olds not in school education, 2011^{a, b, c, d}

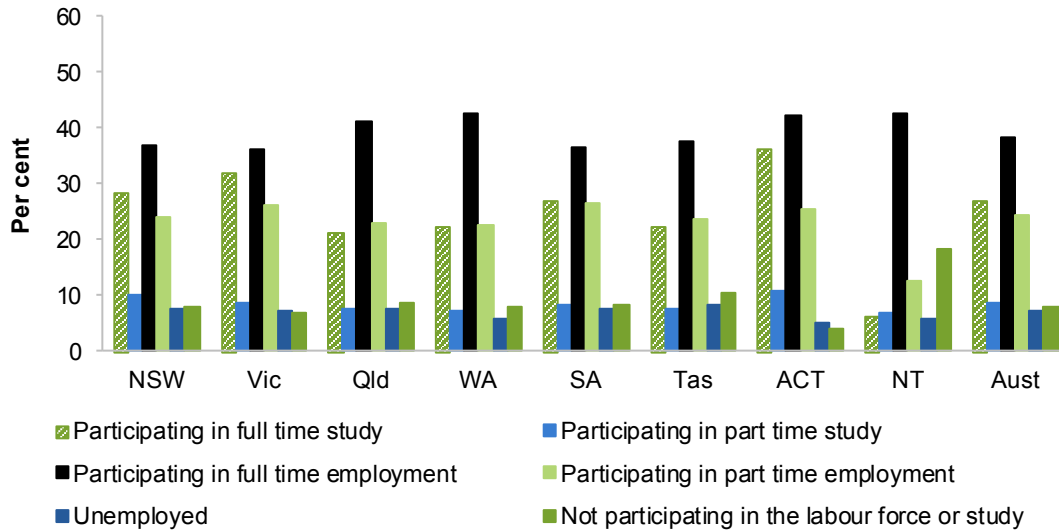


^a The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education. ^b The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed. ^c Australia includes 'Other territories'. ^d For further information and caveats see table 4A.194.

Source: ABS (unpublished TableBuilder) Census of Population and Housing, 2011, Canberra; table 4A.194.

In 2011, 26.9 per cent of all 20–24 year olds who were not undertaking school education were participating in full time study and 8.7 per cent were participating in part time study. Of this group, 38.3 per cent were participating in full time employment and 24.2 per cent were participating in part time employment (individuals may be participating in both work and study simultaneously). Amongst this group, 7.2 per cent were unemployed and 7.9 per cent were not participating in the labour force or in study (figure 4.44). These proportions varied across jurisdictions. Table 4A.194 provides data by highest level of qualification (post school higher education, post school TAFE, year 12 or equivalent, year 11 or below).

Figure 4.44 Study and employment destination for 20–24 year olds not in school education, 2011^{a, b, c, d}



^a 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. ^b The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed. ^c Australia includes 'Other territories'. ^d For further information and caveats see table 4A.194.

Source: ABS (unpublished TableBuilder) Census of Population and Housing, 2011; table 4A.194

The Child care, education and training sector overview of this Report includes 2013 SEW national school leaver destination data for 15–19 year olds who attended school at any time previously, and examines the national proportions of 15–19 year old and 15–24 year old male and female students enrolled in education and training in 2013 after leaving school (tables BA.19–21).

Box 4.17 summarises school leaver destination survey results from seven jurisdictions. Each jurisdiction uses different research methods and data collection instruments, and the surveys are not designed for comparative national reporting. These data are presented as supplementary information to the Survey of Education and Work and Census of Population and Housing data.

Box 4.17 School leaver destination survey results

New South Wales

Surveys of post-school destinations for students from government, Catholic and independent schools were conducted by telephone in 2010, 2013 and 2014. The surveys identify the aspirations and expectations for post-school pathways, and student destinations. In 2014, the sample comprised year 12 completers and early leavers, as well as current year 10 students and their teachers.

In 2014, 52.5 per cent of year 12 completers were studying a Bachelor degree, while 20.3 per cent were studying a vocational education and training (VET) program (including apprenticeships and traineeships). The most common VET qualifications were Certificate IV, Diploma or Advanced Diploma, with 7.3 per cent of Year 12 completers enrolled in these courses, compared with 3.7 per cent in Certificates I, II and III, 4.9 per cent in apprenticeships and 4.4 per cent in traineeships. The majority of year 12 completers not in education or training were employed or actively looking for work. About 2.6 per cent were not in the labour force, education or training.

Victoria

In Victoria, a survey of post-school destinations (On Track) has been conducted annually since 2003. Consenting year 12 or equivalent completers and early leavers (from years 10, 11 and 12) from all Victorian schools participate in a telephone survey early in the year after they leave school.

The 2014 On Track Survey contacted 32 183 (59.2 per cent) of the eligible 2013 year 12 or equivalent cohort from 569 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 77.4 per cent were in further education and training (54.3 per cent were enrolled at university, 16.1 per cent were TAFE enrolled and 7.0 per cent had taken up apprenticeships or traineeships). Of the 22.6 per cent who were not in further education and training, 9.1 per cent were in full or part time employment, 9.4 per cent had deferred a tertiary place and 3.7 per cent were looking for work.

Queensland

The annual Queensland Next Step survey, first conducted in 2005, targets all students who completed year 12 in government and non-government schools approximately six months after the completion of year 12.

The 2014 Next Step survey collected responses from 39 639 year 12 completers, an 81.1 per cent response rate. The results showed that 61.2 per cent were in some recognised form of education or training in the year after completing year 12. This comprised 39.1 per cent undertaking a Bachelor Degree, 13.0 per cent undertaking campus-based vocational education and training (VET), with 7.5 per cent studying at Certificate IV level or higher. A further 9.1 per cent were in employment-based VET, either as an apprentice (6.2 per cent) or trainee (2.9 per cent). The remaining 38.8 per cent did not enter post-school education or training and were either employed (25.7 per cent), seeking work (10.8 per cent), or not in the labour force, education or training (2.3 per cent). Young people who deferred a university offer represented 7.2 per cent of the total cohort, most of whom were working (79.2 per cent).

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Box 4.17 (continued)

Western Australia

The WA School Leaver Destinations survey has been conducted annually since 1996. This telephone survey is combined with University and TAFE enrolment data to determine destinations of year 12 completers. In 2014 the survey spanned all government schools, most Catholic schools and some independent schools. Information was collected from 14 698 students representing 61.4 per cent of the total Year 12 student population as at Semester 2, 2013 (75.9 per cent of public school students and private schools — 42.1 per cent of private school students).

Of the responses, 83.6 per cent were in either education or training, with 47.4 per cent at university, 4.5 per cent studying an apprenticeship or a traineeship, 29.6 per cent studying another type of nationally accredited training qualification, 0.8 per cent repeating year 12 studies or engaged in non-accredited training and 1.3 per cent who had deferred their education or training. In addition, 3.7 per cent were engaged exclusively in full time employment, 7.8 per cent in part time employment, and 4.9 per cent were neither working nor studying.

Tasmania

Since 2007, all year 10 students lodge a participation plan with the Tasmanian Qualifications Authority in the year they complete this final year of compulsory school. Students are required to be in an eligible option (education, training or employment) until they turn 17. Since 2008, the Authority has collected attainment data from all providers of post-year 10 education and training. Of the year 10 cohort in 2011, 71.2 per cent continued in education or training at half time or better in 2012 and 56.7 per cent continued at half time or better in 2013. Of the 2012 year 10 cohort, 74.5 per cent continued in education or training at half time or better in 2013. A telephone survey of years 10 and 11 leavers (persons not recorded as continuing in education and training from the previous year) and all year 12 leavers was conducted in 2011, 2012 and 2013.

Australian Capital Territory

Since 2007, the ACT has conducted a telephone-based survey of government and non-government students who successfully completed an ACT year 12 certificate in the preceding year. The survey seeks information on the destinations of students six months after completion of year 12 and satisfaction with their experience in years 11 and 12. In 2014, responses were received from 72 per cent of the 2013 graduates who were contacted. The 2014 survey found that 92 per cent of 2013 graduates were employed or studying in 2014 and overall 95 per cent found years 11 and 12 worthwhile. Of the 59 per cent of 2013 graduates studying in 2014, 66 per cent reported that they were studying at a Bachelor level or higher and 14 per cent at Certificate III level. Of the 41 per cent of graduates who were not studying in 2014, 80 per cent intended to start some study in the next two years. Students who speak a language other than English at home were more likely to be studying (78 per cent) than those who did not (56 per cent).

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Box 4.17 (continued)

Northern Territory

Post school destination surveys of year 12 Northern Territory Certificate of Education and Training (NTCET) completers were carried out from late April to early May 2014, some five to six months after the NTCET students had completed school. The 2014 survey had a 12 per cent response rate from a total cohort of 1244 students. From the responses collected, 59 per cent of the young people were in employment (35 per cent were employed full time, and 65 per cent in part time or casual employment). Amongst respondents, 71 per cent of NTCET completers applied for University/TAFE, of which 88 per cent received an offer. Of those students who received an offer, 67 per cent accepted the offer, 29 per cent deferred and 4 per cent either declined or entered another study option. Of those who entered into further education or training, 80 per cent were studying a degree level course.

Source: State and Territory governments (unpublished).

4.4 Future directions in performance reporting

COAG developments

Education Council review of Key Performance Measurement Framework

Future revisions may occur as a result of ongoing Education Council review of its Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures. The Steering Committee will consider any implications of this review for future reports.

Attendance rates, students with disability, completion rates, participation and retention data

New nationally comparable attendance data are expected to be available for inclusion in the 2016 Report.

Nationally consistent data on students with disability for students' outcomes reporting is under development.

The year 12 completion rate included in this Report is under review and a nationally comparable measure is anticipated to be included in future Reports.

The participation rate for 14–19 year old students includes part time students. However, the year 7/8 to year 12 apparent retention rate, and the year 10 to year 12 apparent retention

rate, are based on full time school students. the inclusion of part time students in all rates is under investigation.

4.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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The Australian Government is committed to working collaboratively with State and Territory governments and the non-government sector to improve outcomes in Australian schools. Under the Government's Students First package of reforms, there is a focus on four key areas that will improve student outcomes: teacher quality, school autonomy, engaging parents in education, and strengthening the Australian Curriculum. This includes ensuring that mainstream schools policy, programmes and service delivery contribute to improvements in outcomes for Aboriginal and Torres Strait Islander students.

The Government is supporting high quality student outcomes with needs-based, stable and sustainable funding for all schools through delivering the funding model contained within the Australian Education Act 2013. These funding arrangements in place from January 2014 also ensure that schools with students needing extra support will attract additional payment loadings.

For the Australian Curriculum, a Review was established in January 2014 to evaluate its robustness, independence and balance and to understand whether it is delivering what students need, parents expect and the nation requires in an increasingly competitive world. The Review's Final Report was released in October 2014 along with an initial government response and will be considered with its recommendations by all Australian education ministers.

The Government extended the More Support for Students with Disabilities National Partnership with the provision of a further \$100 million for the 2014 school year for government and non-government education authorities to build the capacity of schools and teachers to better address the needs of students with disability. This funding also contributed towards phasing in the Nationally Consistent Collection of Data on Students with Disability.

The Government is also supporting initiatives to ensure children receive quality teaching at school. The Teach for Australia programme was established to introduce employment-based pathways into the teaching profession and attract high-calibre graduates. On completion of their two-year placement, participants are awarded a postgraduate qualification. Reflecting the Government's commitment to ongoing support for Teach for Australia, a new contract for a further three intakes of participants was signed in June 2014.

The Government is committed to working with all governments to provide principals and school leaders with more autonomy to respond to local community needs and increase parental engagement in schools. The \$70 million Independent Public Schools initiative provides funding to increase the autonomy and independence of their government schools.

To help keep students engaged in school and create links between schools, communities, and local industry and employers, on 23 January 2014 the Government confirmed funding of over \$209 million for 136 trade training projects servicing 224 schools. These new projects will be called Trades Skills Centres to reflect the Government's commitment to strong industry linkages.

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New South Wales Government comments

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In 2014 NAPLAN tests, the participation rates for NSW were the highest of all jurisdictions for every test domain and year level, with the exception of Year 9 Numeracy where NSW ranked second. NSW students improved substantially in Grammar and Punctuation for Year 3 between 2008 and 2014. There has been a gradual increase in means between 2008 and 2014 for Year 3 and Year 5 Reading, Year 5 and Year 9 Spelling, and Year 7 Grammar and Punctuation.

The NSW Government continued to support a five year *Literacy and Numeracy Action Plan* in 337 targeted government, Catholic and independent schools. All targeted schools are using an evidence-based three-tiered approach to drive a whole school approach to lifting the literacy and numeracy performance of students, especially those at risk of not achieving expected outcomes.

NSW continues on its ambitious program of reform with Great Teaching, Inspired Learning, the NSW Government's blueprint for improving the quality of teaching and learning in NSW schools, and the Rural and Remote Education blueprint, the NSW Government's plan to improve student learning in rural and remote public schools across NSW.

The NSW Government strategy Every Student, Every School, also continued to strengthen support for students with disability. More than 76 per cent of NSW public schools were supported to participate in the second implementation phase of the Nationally Consistent Collection of Data for School Students with Disability in 2014. This process has improved school practices in assessing and responding to the needs of students with disability.

NSW remains committed to closing the gap in educational outcomes between Aboriginal students and other students. The *Aboriginal and Torres Strait Islander Education Action Plan* and the Department's Partnership Agreement with the NSW Aboriginal Education Consultative Group Inc. are key drivers of the approach employed in NSW to meet this commitment.

The Local Schools, Local Decisions reform continues to be implemented in NSW public schools to place students at the centre of school decision making. This is supported by the new resource allocation model (RAM) which is distributing resources to NSW public schools based on student need. Principals and their school communities are working together to develop new school planning processes that focus on delivering comprehensive school plans and annual reports connected to student learning outcomes and the school budget.

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Victorian Government comments

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Victorian government schools work within a School Performance Framework to continually improve their performance by engaging their peers in a cycle of performance feedback that includes self-evaluation, review, planning, reporting and sharing exemplary practice across the system.

This process is designed to support teachers and principal class employees to develop the professional practices that have the greatest impact on improving teaching and learning.

Teachers across Victoria are now working towards delivering the first iteration of AusVELS, the Victorian Essential Learning Standards incorporating the Australian Curriculum for English, Mathematics, Science and History. Implementation is supported by a new Curriculum Planning Portal which includes a range of resources to support planning and documentation of a school-wide curriculum.

Student health and wellbeing has been a key focus in the last year with ‘Building Resilience: A Model to Support Children and Young People’ launched to support schools to easily access programs, tools and resources designed to enhance the resilience of children and young people. Teachers are also being provided additional support through a blended learning course that builds their skills and knowledge about maintaining a safe and orderly classroom environment for meaningful learning.

Implementation of The Victorian Government's Vision for Languages Education has resulted in significant growth in the number of government schools offering languages programs. In 2014, 74 per cent of government primary schools offered a language compared with 60 per cent in 2012. Year 9 students are also learning to live and work in a globalised world through the Victorian Young Leaders to China Program. In 2014, 150 students visited China and improved their Mandarin language proficiency and develop leadership skills, global knowledge and intercultural understanding.

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Queensland Government comments

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The Queensland Government is committed to providing high quality educational services, focused on preparing Queensland students with the knowledge, skills and confidence to participate effectively in the community and the economy.

Queensland students continue to demonstrate positive outcomes in 2014, with the latest NAPLAN results showing a continued broad pattern of improvement. Queensland students achieved their highest result on record for mean scale score in 10 of the 20 test areas, and recorded results 'above' the baseline in 9 of the 20 tests areas and 'substantially above' the baseline in one test area — the only jurisdiction to achieve this level of improvement in any test area.

The 2014 *Next Step Survey* indicates that the vast majority of young Queenslanders who completed Year 12 in 2013 were engaged in study or work approximately six months after completing school.

Throughout 2014, Queensland implemented initiatives and continued reforms in line with the state's approach to driving improved student outcomes. Key initiatives include:

- *Education Accord* – setting out the community's 30 year vision for school education in Queensland
- *Great teachers = Great results* — supporting professional teaching excellence, including an annual performance review and the Mentoring Beginning Teachers program
- *Great Results Guarantee* — providing \$131 million in Australian Government *Students First* funding directly to Queensland state schools enabling flexibility and autonomy to allocate funding to improve student performance, balanced by accountability to the school community
- *Independent Public Schools* — empowering schools and their communities through greater autonomy, with 80 Queensland state schools on board in 2014
- *Flying start* — implementing a package of reforms aimed at early years and transition points, including the move of Year 7 to high school across Queensland in 2015
- *Red Tape Reduction in Queensland state schools* — reducing unnecessary administrative tasks and ensuring effective use of resources to allow schools to focus on delivering quality education to students
- *School Performance Assessment Framework* — delivering a new statewide performance measurement and reporting system to help drive school improvement and accountability
- *Global Schools — Creating successful global citizens* — a proposal which envisages a system in which all state primary schools will offer languages from Prep and requires all Queensland state schools to provide a language in years 5–8 from 2015.

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Western Australian Government comments

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Many of the key reforms the Western Australian Government has been implementing in recent years are now coming to fruition.

The importance of a child's early years to their future educational success is well known. Pre-primary is now compulsory in Western Australia and there is extensive participation in school-based Kindergarten. To further ensure children in communities with the greatest need get the best possible start to life, 16 Child and Parent Centres began operating in 2014 in government primary schools across Western Australia. These innovative, family-friendly centres provide convenient access to a range of integrated services such as child health professionals, playgroups, parent support groups, physiotherapists and speech pathologists, tailored specifically to the local community's needs.

Western Australia's reforms towards a more empowered public education system continued in 2014, with an additional 178 government schools to become Independent Public Schools in 2015. This will take the total number of Independent Public Schools to 442, representing 57 per cent of all Western Australian government schools.

A new student-centred funding model will be implemented in Western Australian government schools from 2015. The new model is fairer and more responsive, funding schools on a per-student basis with loadings for students with additional educational needs. For the first time, all Western Australian government schools will receive their resources through one-line budgets, giving principals more flexibility and control over their resources so they can make the best decisions for their students and be more accountable for how their school performs.

From 2015, Year 7 students in Western Australian government schools will move to secondary school. This will give them access to specialist teaching and facilities, providing them with better learning environments for the new Australian Curriculum.

To ensure young people finish school with real skills and knowledge, Western Australia introduced a minimum literacy and numeracy assessment in Year 10 in 2014. Students will have to pass the assessment or achieve Band 8 or higher on Year 9 NAPLAN to be eligible for a Western Australian Certificate of Education (WACE) from 2016. The assessment enables students that require extra support to be given targeted educational programs during the rest of their schooling and ongoing reassessment to meet graduation eligibility.

In addition, every Year 12 student must achieve either an Australian Tertiary Admission Rank or a Certificate II or higher training qualification to get a WACE from 2016. Complementing these reforms are fundamental changes to Western Australia's Year 11 courses in 2015 and Year 12 courses in 2016 to ensure senior secondary students are engaged in rigorous educational programs that prepare them better for life after school.

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South Australian Government comments

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The Department for Education and Child Development's (DECD) core purpose is to provide a range of integrated services and partnerships to address public education, child health, early childhood development and child protection to benefit families, children and young people in South Australia.

The **Birth to 18 Numeracy and Literacy Strategy** is positioned to enable all children and young people to confidently face an increasingly complex world in which being able to read, write, add, subtract, divide and multiply are not only crucial but are constantly evolving concepts and skills. The strategy challenges learners to achieve their best, learning as a collaboration between learners, educators, parents, carers and other family members. The state-wide strategy comprises a number of interrelated activities including:

- The Leading Numeracy and Literacy Improvement Project contributes to improved numeracy and literacy teaching and learning through the work of 118 coaches working across 134 primary and secondary schools
- Community Liaison Officers providing Culturally and Linguistically Diverse (CALD) parents with targeted support material on the Great Start website, increasing the number of CALD children and carers who attend playgroups. Building and supporting a Network of Numeracy and Literacy Leaders with strategic programs to improve data handling and response, supporting all learning areas with numeracy and literacy techniques and resources that contribute to measurable improvements.
- The *Indicators of Pre-school Numeracy and Literacy Project* is designed to assist pre-school teachers to track children's numeracy and literacy development.
- The **Student Pathways Strategy** will lift the achievement of young people through a South Australian Certificate of Education (SACE) Improvement initiative for schools, Vocational Education and Training (VET) pathways through the Industry Pathway Programs and the Trade Schools for the Future and Science, Technology, Engineering and Mathematics (STEM) engagement through STEM focus schools and career development.
- **Implementation of the Australian Curriculum and Teaching for Effective Learning (TfEL) Framework:** The implementation of the Australian Curriculum is a significant and strategically-resourced opportunity to improve the quality of student engagement, intellectual challenge, learning and achievement in every DECD school.
- **South Australian implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP):** Schools in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands have been designated as focus schools and have been identified to undertake specific actions to improve the education outcomes of Aboriginal students with selection based on Aboriginal enrolments and NAPLAN results

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Tasmanian Government comments

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At the heart of the Tasmanian Department of Education's strategic agenda is the *Learners First* strategy with a vision to develop successful, skilled and innovative citizens. It is essential that Tasmanian learners are equipped with the skills to allow them to participate in a modern economy, reach their personal potential and be able to determine their own futures.

The years before compulsory schooling are a critical time in a child's development. The Tasmanian Government continues to invest in resources to support parents to give their children the best start in life. High quality education and care services, strategically located Child and Family Centres and Launching into Learning programs tailored to parents and their pre-schoolers are all hallmarks of Tasmania's commitment to the early years.

In order to succeed at school and through adulthood, learners need to develop essential literacy and numeracy skills. Students in Tasmanian Government schools who need extra support to develop these skills will benefit from 25 specialist literacy and numeracy teachers employed to address this important need. Maintaining the focus on teacher quality will continue with an increase in funding to schools and the continuation of the Professional Learning Institute's high quality professional learning programs.

To support Tasmania's emphasis on improving retention and attainment, investment has been focused on extending some rural and regional high schools to year 12.

The Tasmanian Department of Education places strong emphasis on the use of data to inform continuous improvement in teaching and learning. Through **edí**, a new and innovative web portal, Tasmanian Government school principals and their staff have easy and timely access to real-time data about student and school performance. This information is of immense value to schools as it assists school improvement planning.

To continue to adapt and respond to advances in technology and public use of services provided by libraries and Online Access Centres (OACs), the department will be engaging with communities about current service delivery. In some circumstances, this will present an opportunity to re-locate services within local schools, enhancing the important role they play in supporting their communities. This co-located model of library service delivery has previously proven successful with the Lilydale Library and Sheffield Library and OAC both having moved to their local school site, providing services for all learners in the community.

TasTAFE is a substantial provider of Vocational Education and Training Services across Tasmania. Its vision is to enable Tasmanians to gain the skills and qualifications needed for the state's workforce and the community to succeed and prosper. TasTAFE is committed to delivering excellence in all aspects of training and assessment by meeting the changing skill needs of individuals and Tasmanian industry.

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Australian Capital Territory Government comments

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During 2013-14 the ACT Education and Training Directorate released its vision through the 2014–17 Strategic Plan, *Education Capital: Leading the Nation*. The plan describes five priorities to increase education excellence in the ACT.

The application of the quality learning priority in the 2013-14 year saw ACT students continuing to achieve at high levels, both nationally and internationally. The ACT topped the nation in NAPLAN results and consistently had the highest levels of achievement of all Australian states and territories. ACT students continued to display a high level of student satisfaction with their studies and the highest retention rate to year 12, with 89 per cent of students graduating with a Year 12 Certificate.

The ACT demonstrated its commitment to the Australian Curriculum, with support given to all ACT schools by the Australian Curriculum Implementation Plan. Reporting on student progress for years 1 to 10 used National Achievement Standards for Phase 1 Curriculum subjects. The Digital Backpack supported teachers with a single sign-on access to the content and resources of the Australian Curriculum.

The ACT built the capacities of teachers and leaders in schools in a number of ways. Refocussed induction programs were delivered to over 470 new teachers. The acceleration of outstanding classroom teachers occurred through a rigorous three stage assessment program in alignment with the Australian Professional Standards for Teachers. High quality professional learning was developed for teachers to meet the specific needs of students, including gifted and talented students, students with learning difficulties and students for whom English is an Additional Language or Dialect. The Disability Standards for Education e-learning package was made available. The ongoing leadership program, *Accepting the Challenge*, raised cultural awareness and continued improvement of educational outcomes of Aboriginal and Torres Strait Islander students.

The priority of high expectations, high performance for all students resulted in 92 per cent of year 12 graduates being employed or studying after leaving school. Targeted programs addressed learning needs and met educational outcomes. Aboriginal and Torres Strait Islander students displaying high academic achievement, leadership potential and consistent engagement in their schooling from years 5 to 12 were assisted by the Student Aspirations Program. The release of the Gifted and Talented Students' Policy enabled those students to meet their potential.

Partnership with families and engagement with the community continued as a priority with the introduction of online enrolment and a *Parents' Guide to Enrolment*. The Transition Action Plan supported families and students with disabilities to transition across school sectors.

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Northern Territory Government comments

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The role of the department is to deliver services to children and young people to maximise their educational outcomes, safety and wellbeing from their early years through to senior years of schooling. The Department's Strategic Plan 2013—2015 — *Creating Success Together*, shapes the strategic initiatives and focus on achieving the best possible outcomes and pathways for children and young people in the Northern Territory.

A significant achievement in 2014 has been the completion of the review of Indigenous education in the Territory. The review report's recommendations, covering all stages of education and education support, have shaped a 10-year Indigenous education strategy, *A Share in the Future*, to deliver clear and effective programs that are proven to make a difference for Indigenous students.

There is a strong focus on improving student attendance, particularly in remote and very remote schools, through targeted attendance and enrolment strategies. The Remote Schools Attendance Strategy, introduced in partnership with the Australian Government in 2014, has been implemented in 30 Northern Territory Government schools and has made progress on improving attendance.

Significant work on increasing school autonomy is underway with global school budgets to commence in all schools in 2015. Global school budgets will provide a simple, transparent and fair student needs-based funding model with greater flexibility for schools in allocating their resources. The introduction of independent public schools in 2015 will allow six selected schools to assume greater responsibility in the delivery of their education services.

A review of middle years schooling in 2014 has resulted in recommendations about structural frameworks; learning environments and behaviour management; curriculum delivery and subject offerings; middle years pedagogy; and assessment practices and influencing school culture. Implementation is planned to strengthen the quality, effectiveness and efficiency of education for students in their middle years of schooling in the Territory.

NAPLAN results in 2014 show stable performance with no significant changes at the jurisdiction level in mean scale scores compared to either 2013 or the 2008 base year. The results indicate a large gap in literacy and numeracy achievement between Indigenous students in the Northern Territory and Indigenous students elsewhere in Australia, and work under the *A Share in the Future* strategy is intended to address this through a range of targeted programs that will focus effort on sustained improvement.

A Teacher Performance Development Framework has been introduced to build teacher capacity to achieve enhanced student outcomes. The framework is aligned with the Australian Professional Standards for Teachers. An online system and resources support teachers at all stages of their careers to gather evidence and build portfolios to support registration processes, record professional development and plan career development.

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4.6 Definitions of key terms

Apparent retention rates	The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year. For example, the year 10-12 retention rate is calculated by dividing the total number of full time students in year 12 in the target year by the total number of full time students in year 10 two years before the target year.
Comparability	Data are considered comparable if, (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
Completeness	Data are considered complete if all required data are available for all jurisdictions that provide the service.
Full time equivalent student	The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.
Full time student	A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.
Geographic classification	<p>Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.</p> <p>A. Metropolitan zone</p> <ul style="list-style-type: none">• Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.• Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong. <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none">• Provincial city Statistical Districts plus Darwin SD.• Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga.• Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool.• Other provincial areas (CD ARIA Plus score \leq 5.92)<ul style="list-style-type: none">• Inner provincial areas (CD ARIA Plus score \leq 2.4)

	<ul style="list-style-type: none"> • Outer provincial areas (CD ARIA Plus score > 2.4 and ≤ 5.92)
	C. Remote zone
	<ul style="list-style-type: none"> • Remote zone (CD ARIA Plus score > 5.92) • Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53) • Very remote areas (CD ARIA Plus score > 10.53)
Government recurrent expenditure per full time equivalent student	Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (SCSEEC unpublished), with adjustments for notional UCC charges and payroll tax. Notional UCC is included for all jurisdictions and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of the two years spanned by the calendar year. When calculating the 2012-13 average expenditure per student, for example, the total expenditure figure is at 2012-13 but the total student number figure is the average of student numbers from 2012 and 2013.
Aboriginal and Torres Strait Islander students	Students of Aboriginal or Torres Strait Islander origin who identify as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions. For NAPLAN data, a student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin.
In-school costs	Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.
Language background other than English (LBOTE) student	A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home. Separately, data are also sourced from the 2011 Census of Population and Housing.
Out-of-school costs	Costs relating indirectly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as out-of-school if they do not usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. Out-of-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to out-of-school staff.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction.
Participation rate	The number of full time and part time school students of a particular age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June).
Potential year 12 population	An estimate of a single-year age group that could have participated in year 12 that year, defined as the estimated resident population aged 15–19 years, divided by 5.

Real expenditure	Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices.
Science literacy	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.
Socio-economic status	As identified in footnotes to specific tables.
Source of income	In this chapter, income from either the Australian Government or State and Territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.
Student-to-staff ratios	The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary (see below). The FTE of staff includes those who are generally active in schools and ancillary education establishments.
Student	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.
Student, primary	A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and the NT, pre-year 1 to year 7 in Qld, WA and SA.
Student, secondary	A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania, ACT and the NT, and at year 8 in Queensland, WA, and SA.
Students with disability	Students included in the annual system reports to the Department of Education. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.
Teacher	Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students. They support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who may spend the majority of their time in contact with students but are not engaged to impart the school curriculum). For the NT, Assistant Teachers in Homeland Learning Centres and community school are included as teaching staff.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.

VET in Schools

VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and includes the options of a school-based apprenticeship and traineeship or VET subjects and courses.

4.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an '4A' prefix (for example, table 4A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.6 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat.

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

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TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Students										
Primary — full time	no.	430 817	312 144	310 327	152 265	104 106	32 923	18 843	18 173	1 379 598
Primary — part time	no.	—	444	3 149	—	20	19	8	16	3 656
Primary — FTE of part time students	no.	—	219	1 056	—	10	8	5	12	1 310
Primary — FTE total	no.	430 817	312 363	311 383	152 265	104 116	32 931	18 848	18 185	1 380 908
Secondary — full time	no.	304 875	224 932	174 288	81 234	58 601	24 581	15 479	10 318	894 308
Secondary — part time	no.	1 857	2 839	2 926	952	6 330	1 955	6	211	17 076
Secondary — FTE of part time students	no.	955	1 390	1 132	442	2 846	1 148	4	110	8 026
Secondary — FTE total	no.	305 830	226 322	175 420	81 676	61 447	25 729	15 483	10 428	902 334
Primary and secondary — full time total	no.	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Primary and secondary — FTE total	no.	736 647	538 685	486 803	233 941	165 563	58 660	34 331	28 613	2 283 242
Staff (b)										
Primary	no.	36 216	26 573	28 390	15 539	9 737	3 287	1 881	2 262	123 885
Secondary	no.	31 414	25 180	18 385	10 202	6 564	2 840	1 781	1 472	97 838
Total active in schools	no.	67 630	51 753	46 775	25 741	16 301	6 127	3 662	3 734	221 722
Not active in schools	no.	1 990	1 463	2 393	1 634	1 161	356	371	435	9 803
Schools										
Primary	no.	1 634	1 180	929	510	421	139	55	62	4 930
Secondary	no.	370	252	178	99	72	37	17	15	1 040
Combined (c)	no.	66	67	91	95	75	26	7	70	497
Special	no.	111	76	47	67	20	5	4	5	335
Total	no.	2 181	1 575	1 245	771	588	207	83	152	6 802
Schools										
Primary	%	74.9	74.9	74.6	66.1	71.6	67.1	66.3	40.8	72.5
Secondary	%	17.0	16.0	14.3	12.8	12.2	17.9	20.5	9.9	15.3

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (c)	%	3.0	4.3	7.3	12.3	12.8	12.6	8.4	46.1	7.3
Special	%	5.1	4.8	3.8	8.7	3.4	2.4	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Students										
Primary — full time	no.	432 060	312 371	311 395	160 052	103 506	32 485	18 915	18 479	1 389 263
Primary — part time	no.	—	466	3 161	—	23	14	8	3	3 675
Primary — FTE of part time students	no.	—	226	1 027	—	13	8	5	1	1 280
Primary — FTE total	no.	432 060	312 597	312 422	160 052	103 519	32 493	18 920	18 480	1 390 543
Secondary — full time	no.	309 001	225 223	174 403	73 787	59 660	24 846	15 569	10 605	893 094
Secondary — part time	no.	1 956	2 701	3 155	2 089	6 135	2 143	6	42	18 227
Secondary — FTE of part time students	no.	1 080	1 407	1 237	570	2 676	1 170	3	17	8 161
Secondary — FTE total	no.	310 081	226 630	175 640	74 357	62 336	26 016	15 572	10 622	901 255
Primary and secondary — full time total	no.	741 061	537 594	485 798	233 839	163 166	57 331	34 484	29 084	2 282 357
Primary and secondary — FTE total	no.	742 141	539 227	488 063	234 409	165 855	58 509	34 492	29 102	2 291 798
Staff (b)										
Primary	no.	37 004	26 758	28 799	16 179	9 760	3 376	1 885	2 386	126 146
Secondary	no.	31 747	25 632	18 651	9 719	6 569	2 832	1 807	1 458	98 415
Total active in schools	no.	68 751	52 390	47 450	25 898	16 328	6 208	3 692	3 844	224 561
Not active in schools	no.	2 079	1 515	2 677	1 562	1 161	325	343	463	10 126
Schools										
Primary	no.	1 630	1 153	920	509	414	136	55	62	4 879
Secondary	no.	370	248	179	99	71	36	17	14	1 034
Combined (c)	no.	66	71	90	93	75	25	7	71	498
Special	no.	110	76	46	67	19	5	4	5	332
Total	no.	2 176	1 548	1 235	768	579	202	83	152	6 743

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Schools										
Primary	%	74.9	74.5	74.5	66.3	71.5	67.3	66.3	40.8	72.4
Secondary	%	17.0	16.0	14.5	12.9	12.3	17.8	20.5	9.2	15.3
Combined (c)	%	3.0	4.6	7.3	12.1	13.0	12.4	8.4	46.7	7.4
Special	%	5.1	4.9	3.7	8.7	3.3	2.5	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	435 749	315 707	315 253	162 856	103 859	32 316	19 154	18 529	1 403 423
Primary — part time	no.	—	476	3 372	—	13	8	12	66	3 947
Primary — FTE of part time students	no.	—	234	1 052	—	5	4	6	32	1 333
Primary — FTE total	no.	435 749	315 941	316 305	162 856	103 864	32 320	19 160	18 561	1 404 756
Secondary — full time	no.	308 643	224 222	174 265	73 531	60 173	24 749	15 432	10 520	891 535
Secondary — part time	no.	1 915	2 252	3 385	2 000	4 059	2 463	46	228	16 348
Secondary — FTE of part time students	no.	1 148	1 049	1 209	731	1 862	1 382	25	83	7 490
Secondary — FTE total	no.	309 791	225 271	175 474	74 262	62 035	26 131	15 457	10 603	899 025
Primary and secondary — full time total	no.	744 392	539 929	489 518	236 387	164 032	57 065	34 586	29 049	2 294 958
Primary and secondary — FTE total	no.	745 540	541 212	491 780	237 118	165 899	58 451	34 616	29 165	2 303 782
Staff (b)										
Primary	no.	37 682	27 619	29 524	16 420	9 969	3 322	1 850	2 382	128 767
Secondary	no.	31 819	25 923	18 825	9 650	6 452	2 843	1 743	1 536	98 792
Total active in schools	no.	69 501	53 543	48 348	26 070	16 421	6 165	3 594	3 918	227 559
Not active in schools	no.	2 072	1 317	2 837	1 349	1 179	301	314	493	9 862
Schools										
Primary	no.	1 631	1 140	921	513	395	128	53	66	4 847
Secondary	no.	370	244	179	99	68	31	18	14	1 023

TABLE 4A.1

Table 4A.1 Government schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (c)	no.	66	76	91	91	76	26	9	69	504
Special	no.	110	76	46	67	18	5	4	5	331
Total	no.	2 177	1 536	1 237	770	557	190	84	154	6 705
Schools										
Primary	%	74.9	74.2	74.5	66.6	70.9	67.4	63.1	42.9	72.3
Secondary	%	17.0	15.9	14.5	12.9	12.2	16.3	21.4	9.1	15.3
Combined (c)	%	3.0	4.9	7.4	11.8	13.6	13.7	10.7	44.8	7.5
Special	%	5.1	4.9	3.7	8.7	3.2	2.6	4.8	3.2	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Students										
Primary — full time	no.	440 549	321 752	323 014	169 443	104 917	31 863	19 963	18 768	1 430 269
Primary — part time	no.	—	464	4 754	—	28	12	18	42	5 318
Primary — FTE of part time students	no.	—	233	1 257	—	18	7	9	20	1 544
Primary — FTE total	no.	440 549	321 985	324 271	169 443	104 935	31 870	19 972	18 788	1 431 813
Secondary — full time	no.	306 325	223 254	174 999	75 431	60 210	24 530	15 621	10 578	890 948
Secondary — part time	no.	2 288	2 382	3 901	1 871	2 804	2 344	47	207	15 844
Secondary — FTE of part time students	no.	1 360	1 071	1 356	631	1 334	1 303	19	79	7 154
Secondary — FTE total	no.	307 685	224 325	176 355	76 062	61 544	25 833	15 640	10 657	898 102
Primary and secondary — full time total	no.	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Primary and secondary — FTE total	no.	748 234	546 311	500 626	245 505	166 479	57 703	35 612	29 446	2 329 915
Staff (b)										
Primary	no.	38 154	28 997	30 245	17 115	10 217	3 185	1 931	2 473	132 317
Secondary	no.	31 843	25 677	19 473	9 797	6 569	2 798	1 769	1 587	99 514
Total active in schools	no.	69 997	54 674	49 718	26 913	16 786	5 983	3 700	4 061	231 830
Not active in schools	no.	2 095	1 515	2 728	1 452	1 247	269	291	531	10 128

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Schools										
Primary	no.	1 623	1 136	921	513	393	128	53	60	4 827
Secondary	no.	370	244	180	96	68	38	18	15	1 029
Combined (c)	no.	66	79	92	90	76	26	9	73	511
Special	no.	110	76	46	66	18	5	4	5	330
Total	no.	2 169	1 535	1 239	765	555	197	84	153	6 697
Schools										
Primary	%	74.8	74.0	74.3	67.1	70.8	65.0	63.1	39.2	72.1
Secondary	%	17.1	15.9	14.5	12.5	12.3	19.3	21.4	9.8	15.4
Combined (c)	%	3.0	5.1	7.4	11.8	13.7	13.2	10.7	47.7	7.6
Special	%	5.1	5.0	3.7	8.6	3.2	2.5	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2013										
Students										
Primary — full time	no.	448 759	330 272	330 001	175 826	106 165	31 801	20 540	18 837	1 462 201
Primary — part time	no.	—	430	4 376	—	36	12	99	37	4 990
Primary — FTE of part time students	no.	—	215	1 160	—	10	8	47	18	1 457
Primary — FTE total	no.	448 759	330 487	331 161	175 826	106 175	31 809	20 587	18 855	1 463 658
Secondary — full time	no.	305 235	223 170	176 943	77 557	60 379	23 956	15 741	10 533	893 514
Secondary — part time	no.	2 292	2 453	4 253	1 650	2 284	1 169	84	134	14 319
Secondary — FTE of part time students	no.	1 352	1 125	1 568	570	1 060	726	56	53	6 509
Secondary — FTE total	no.	306 587	224 295	178 511	78 127	61 439	24 682	15 797	10 586	900 023
Primary and secondary — full time total	no.	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
Primary and secondary — FTE total	no.	755 346	554 782	509 671	253 953	167 614	56 491	36 383	29 441	2 363 681
Staff (b)										
Primary	no.	38 858	29 302	30 532	18 230	10 328	3 167	2 074	2 423	134 913

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary	no.	31 807	25 273	19 548	9 950	6 633	2 704	1 788	1 379	99 081
Total active in schools	no.	70 665	54 574	50 080	28 180	16 960	5 871	3 862	3 802	233 994
Not active in schools	no.	1 967	1 408	2 537	1 396	1 220	271	295	502	9 597
Schools										
Primary	no.	1 618	1 130	920	517	368	131	55	63	4 802
Secondary	no.	370	239	182	97	66	38	18	15	1 025
Combined (c)	no.	66	79	90	90	75	25	9	71	505
Special	no.	110	78	46	64	18	4	4	5	329
Total	no.	2 164	1 526	1 238	768	527	198	86	154	6 661
Schools										
Primary	%	74.8	74.0	74.3	67.3	69.8	66.2	64.0	40.9	72.1
Secondary	%	17.1	15.7	14.7	12.6	12.5	19.2	20.9	9.7	15.4
Combined (c)	%	3.0	5.2	7.3	11.7	14.2	12.6	10.5	46.1	7.6
Special	%	5.1	5.1	3.7	8.3	3.4	2.0	4.7	3.2	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

- (a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.
- (b) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.
- (c) Combined schools include both primary and secondary students.
– Nil or rounded to zero.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Students										
Primary – full time	no.	187 932	146 258	128 204	64 362	51 830	11 234	12 388	5 056	607 264
Primary – part time	no.	96	298	171	359	285	42	93	–	1 344
Primary – FTE of part time students	no.	58	164	85	222	246	16	63	–	855
Primary – FTE total	no.	187 990	146 422	128 289	64 584	52 076	11 250	12 451	5 056	608 119
Secondary – full time	no.	187 315	160 735	105 169	57 993	38 891	12 169	13 089	4 942	580 303
Secondary – part time	no.	324	175	192	7	411	32	12	102	1 255
Secondary – FTE of part time students	no.	217	93	110	2	258	14	5	22	721
Secondary – FTE total	no.	187 532	160 828	105 279	57 995	39 149	12 183	13 094	4 964	581 024
Primary and secondary — full time total	no.	375 247	306 993	233 373	122 355	90 721	23 403	25 477	9 998	1 187 567
Primary and secondary — FTE total	no.	375 522	307 250	233 569	122 579	91 226	23 433	25 546	10 020	1 189 143
Staff (b)										
Primary	no.	14 915	12 835	10 966	6 109	4 365	1 019	937	559	51 707
Secondary	no.	21 552	20 215	12 997	7 069	4 714	1 494	1 390	776	70 207
Total active in schools	no.	36 467	33 050	23 964	13 178	9 080	2 513	2 328	1 336	121 914
Not active in schools	no.	1 050	510	754	231	189	59	54	53	2 900
Schools										
Primary	no.	499	427	232	154	106	29	26	11	1 484
Secondary	no.	155	105	72	23	22	7	5	10	399
Combined (c)	no.	228	150	149	112	68	30	12	15	764
Special	no.	34	22	12	7	3	1	1	–	80
Total	no.	916	704	465	296	199	67	44	36	2 727
Schools										
Primary	%	54.5	60.7	49.9	52.0	53.3	43.3	59.1	30.6	54.4
Secondary	%	16.9	14.9	15.5	7.8	11.1	10.4	11.4	27.8	14.6

TABLE 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (c)	%	24.9	21.3	32.0	37.8	34.2	44.8	27.3	41.7	28.0
Special	%	3.7	3.1	2.6	2.4	1.5	1.5	2.3	–	2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Students										
Primary — full time	no.	189 220	148 976	131 443	69 667	52 613	11 413	12 594	5 138	621 064
Primary — part time	no.	55	302	189	295	59	43	72	–	1 015
Primary — FTE of part time students	no.	31	160	89	191	45	17	58	–	591
Primary — FTE total	no.	189 251	149 136	131 532	69 858	52 658	11 430	12 652	5 138	621 655
Secondary — full time	no.	188 808	162 405	107 715	54 863	39 244	12 097	13 217	5 109	583 458
Secondary — part time	no.	335	155	156	9	356	41	12	15	1 079
Secondary — FTE of part time students	no.	230	84	85	4	230	15	6	3	657
Secondary — FTE total	no.	189 038	162 489	107 800	54 867	39 474	12 112	13 223	5 112	584 115
Primary and secondary — full time total		378 028	311 381	239 158	124 530	91 857	23 510	25 811	10 247	1 204 522
Primary and secondary — FTE total	no.	378 289	311 625	239 332	124 725	92 133	23 543	25 874	10 250	1 205 769
Staff (b)										
Primary	no.	15 151	13 164	11 429	6 423	4 519	1 056	951	563	53 256
Secondary	no.	21 656	20 460	13 370	7 264	4 804	1 520	1 417	784	71 274
Total active in schools	no.	36 807	33 624	24 800	13 687	9 323	2 576	2 368	1 347	124 531
Not active in schools	no.	1 026	567	803	235	217	62	90	61	3 061
Schools										
Primary	no.	499	427	230	150	106	29	26	11	1 478
Secondary	no.	151	101	73	11	19	6	6	9	376
Combined (c)	no.	231	154	150	127	68	31	12	16	789
Special (c)	no.	35	21	14	9	3	–	–	–	82
Total	no.	916	703	467	297	196	66	44	36	2 725

TABLE 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Schools										
Primary	%	54.5	60.7	49.3	50.5	54.1	43.9	59.1	30.6	54.2
Secondary	%	16.5	14.4	15.6	3.7	9.7	9.1	13.6	25.0	13.8
Combined (c)	%	25.2	21.9	32.1	42.8	34.7	47.0	27.3	44.4	29.0
Special	%	3.8	3.0	3.0	3.0	1.5	0.0	0.0	–	3.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	191 665	152 225	135 099	72 140	53 156	11 478	12 824	5 138	633 725
Primary — part time	no.	71	243	199	268	83	52	70	–	986
Primary — FTE of part time students	no.	41	121	103	158	58	24	45	–	550
Primary — FTE total	no.	191 706	152 346	135 202	72 298	53 214	11 502	12 869	5 138	634 275
Secondary — full time	no.	192 260	164 044	109 035	55 191	39 640	12 180	13 386	5 113	590 849
Secondary — part time	no.	353	139	166	14	263	48	9	4	996
Secondary — FTE of part time students	no.	243	70	97	5	169	24	3	2	613
Secondary — FTE total	no.	192 503	164 114	109 132	55 196	39 809	12 204	13 389	5 115	591 462
Primary and secondary — full time total	no.	383 925	316 269	244 134	127 331	92 796	23 658	26 210	10 251	1 224 574
Primary and secondary — FTE total	no.	384 209	316 460	244 334	127 494	93 023	23 706	26 258	10 253	1 225 737
Staff (b)										
Primary	no.	15 509	13 564	11 792	6 762	4 630	1 092	949	575	54 872
Secondary	no.	22 150	20 987	13 643	7 348	4 900	1 575	1 464	782	72 848
Total active in schools	no.	37 660	34 551	25 435	14 110	9 529	2 667	2 413	1 357	127 721
Not active in schools	no.	1 057	549	813	267	236	63	85	65	3 134
Schools										
Primary	no.	493	423	231	150	104	28	25	11	1 465
Secondary	no.	153	100	72	10	19	5	6	9	374

TABLE 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Combined (c)	no.	235	155	152	130	69	32	13	16	802
Special	no.	39	20	16	11	3	–	–	–	89
Total	no.	920	698	471	301	195	65	44	36	2 730
Schools										
Primary	%	53.6	60.6	49.0	49.8	53.3	43.1	56.8	30.6	53.7
Secondary	%	16.6	14.3	15.3	3.3	9.7	7.7	13.6	25.0	13.7
Combined (c)	%	25.5	22.2	32.3	43.2	35.4	49.2	29.5	44.4	29.4
Special	%	4.2	2.9	3.4	3.7	1.5	–	–	–	3.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Students										
Primary — full time	no.	194 596	155 938	139 105	73 552	53 618	11 514	13 103	5 283	646 709
Primary — part time	no.	65	225	171	235	58	46	23	–	823
Primary — FTE of part time students	no.	35	107	86	136	41	21	15	–	441
Primary — FTE total	no.	194 631	156 045	139 191	73 688	53 659	11 535	13 118	5 283	647 150
Secondary — full time	no.	195 881	165 901	110 564	55 776	40 246	12 122	13 419	5 230	599 139
Secondary — part time	no.	362	134	153	9	212	46	14	6	936
Secondary — FTE of part time students	no.	244	64	86	6	117	21	7	4	548
Secondary — FTE total	no.	196 125	165 965	110 650	55 782	40 363	12 143	13 426	5 234	599 687
Primary and secondary — full time total	no.	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
Primary and secondary — FTE total	no.	390 756	322 010	249 841	129 470	94 022	23 678	26 544	10 517	1 246 837
Staff (b)										
Primary	no.	15 991	14 154	12 283	6 878	4 771	1 124	984	593	56 776
Secondary	no.	22 662	21 416	13 906	7 539	4 971	1 579	1 487	846	74 406
Total active in schools	no.	38 652	35 570	26 189	14 417	9 742	2 702	2 471	1 439	131 182
Not active in schools	no.	1 109	565	763	257	240	65	97	69	3 164

TABLE 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Schools										
Primary	no.	490	425	232	149	103	28	25	11	1 463
Secondary	no.	145	98	73	9	19	5	5	9	363
Combined (c)	no.	237	156	154	132	70	31	13	17	810
Special	no.	41	19	17	11	3	1	1	1	94
Total	no.	913	698	476	301	195	65	44	38	2 730
Schools										
Primary	%	53.7	60.9	48.7	49.5	52.8	43.1	56.8	28.9	53.6
Secondary	%	15.9	14.0	15.3	3.0	9.7	7.7	11.4	23.7	13.3
Combined (c)	%	26.0	22.3	32.4	43.9	35.9	47.7	29.5	44.7	29.7
Special	%	4.5	2.7	3.6	3.7	1.5	1.5	2.3	2.6	3.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2013										
Students										
Primary — full time	no.	198 361	159 510	142 023	75 127	54 266	11 768	13 391	5 389	659 835
Primary — part time	no.	67	250	152	150	19	47	19	—	704
Primary — FTE of part time students	no.	36	126	80	75	12	21	14	—	363
Primary — FTE total	no.	198 397	159 636	142 103	75 202	54 278	11 789	13 405	5 389	660 198
Secondary — full time	no.	200 196	168 198	112 444	56 585	40 338	12 107	13 537	5 650	609 055
Secondary — part time	no.	339	155	170	8	166	39	14	10	901
Secondary — FTE of part time students	no.	220	80	86	4	81	20	8	6	505
Secondary — FTE total	no.	200 416	168 278	112 530	56 589	40 419	12 127	13 545	5 656	609 560
Primary and secondary — full time total	no.	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
Primary and secondary — FTE total	no.	398 813	327 914	254 633	131 791	94 697	23 915	26 950	11 045	1 269 758
Staff (b)										
Primary	no.	16 355	14 664	12 662	7 153	4 868	1 131	1 023	609	58 465

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary	no.	23 209	21 769	14 226	7 736	5 011	1 556	1 522	868	75 897
Total active in schools	no.	39 564	36 433	26 888	14 888	9 880	2 687	2 545	1 476	134 361
Not active in schools	no.	1 163	565	770	258	224	73	99	71	3 224
Schools										
Primary	no.	489	422	230	149	100	28	25	11	1 454
Secondary	no.	145	97	73	7	19	5	5	9	360
Combined (c)	no.	238	154	158	132	73	31	13	17	816
Special	no.	45	20	20	11	3	1	1	1	102
Total	no.	917	693	481	299	195	65	44	38	2 732
Schools										
Primary	%	53.3	60.9	47.8	49.8	51.3	43.1	56.8	28.9	53.2
Secondary	%	15.8	14.0	15.2	2.3	9.7	7.7	11.4	23.7	13.2
Combined (c)	%	26.0	22.2	32.8	44.1	37.4	47.7	29.5	44.7	29.9
Special	%	4.9	2.9	4.2	3.7	1.5	1.5	2.3	2.6	3.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

- (a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.
- (b) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.
- (c) Combined schools include both primary and secondary students.
– Nil or rounded to zero.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Students										
Primary – full time	no.	618 749	458 402	438 531	216 627	155 936	44 157	31 231	23 229	1 986 862
Primary – part time	no.	96	742	3 320	359	305	61	101	16	5 000
Primary – FTE of part time students	no.	58	383	1 142	222	256	24	68	12	2 165
Primary – FTE total	no.	618 807	458 785	439 673	216 849	156 192	44 181	31 299	23 241	1 989 027
Secondary – full time	no.	492 190	385 667	279 457	139 227	97 492	36 750	28 568	15 260	1 474 611
Secondary – part time	no.	2 181	3 014	3 118	959	6 741	1 987	18	313	18 331
Secondary – FTE of part time students	no.	1 172	1 483	1 242	444	3 104	1 162	9	132	8 747
Secondary – FTE total	no.	493 362	387 150	280 699	139 671	100 596	37 912	28 577	15 392	1 483 358
Primary and secondary — full time total	no.	1 110 939	844 069	717 988	355 854	253 428	80 907	59 799	38 489	3 461 473
Primary and secondary — FTE total	no.	1 112 169	845 935	720 372	356 520	256 788	82 093	59 876	38 633	3 472 385
Staff (b)										
Primary	no.	51 131	39 408	39 357	21 648	14 102	4 306	2 818	2 822	175 592
Secondary	no.	52 966	45 394	31 382	17 271	11 279	4 334	3 171	2 248	168 045
Total active in schools	no.	104 097	84 803	70 739	38 919	25 381	8 640	5 989	5 069	343 636
Not active in schools	no.	3 040	1 973	3 147	1 864	1 351	415	425	488	12 703
Schools										
Primary	no.	2 133	1 607	1 161	664	527	168	81	73	6 414
Secondary	no.	525	357	250	122	94	44	22	25	1 439
Combined (c)	no.	294	217	240	207	143	56	19	85	1 261
Special	no.	145	98	59	74	23	6	5	5	415
Total	no.	3 097	2 279	1 710	1 067	787	274	127	188	9 529
Schools										
Primary	%	68.9	70.5	67.9	62.2	67.0	61.3	63.8	38.8	67.3

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary	%	17.0	15.7	14.6	11.4	11.9	16.1	17.3	13.3	15.1
Combined (c)	%	9.5	9.5	14.0	19.4	18.2	20.4	15.0	45.2	13.2
Special	%	4.7	4.3	3.5	6.9	2.9	2.2	3.9	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Students										
Primary — full time	no.	621 280	461 347	442 838	229 719	156 119	43 898	31 509	23 617	2 010 327
Primary — part time	no.	55	768	3 350	295	82	57	80	3	4 690
Primary — FTE of part time students	no.	31	386	1 117	191	58	25	63	1	1 871
Primary — FTE total	no.	621 311	461 733	443 955	229 910	156 177	43 923	31 572	23 618	2 012 198
Secondary — full time	no.	497 809	387 628	282 118	128 650	98 904	36 943	28 786	15 714	1 476 552
Secondary — part time	no.	2 291	2 856	3 311	2 098	6 491	2 184	18	57	19 306
Secondary — FTE of part time students	no.	1 310	1 491	1 322	574	2 906	1 186	8	21	8 817
Secondary — FTE total	no.	499 119	389 119	283 440	129 224	101 810	38 129	28 794	15 735	1 485 369
Primary and secondary — full time total	no.	1 119 089	848 975	724 956	358 369	255 023	80 841	60 295	39 331	3 486 879
Primary and secondary — FTE total	no.	1 120 430	850 852	727 395	359 133	257 987	82 052	60 367	39 352	3 497 567
Staff (b)										
Primary	no.	52 155	39 921	40 229	22 602	14 279	4 432	2 836	2 950	179 403
Secondary	no.	53 403	46 092	32 021	16 983	11 372	4 352	3 224	2 242	169 689
Total active in schools	no.	105 558	86 014	72 250	39 585	25 651	8 784	6 060	5 191	349 092
Not active in schools	no.	3 105	2 083	3 479	1 797	1 378	387	434	524	13 188
Schools										
Primary	no.	2 129	1 580	1 150	659	520	165	81	73	6 357
Secondary	no.	521	349	252	110	90	42	23	23	1 410
Combined (c)	no.	297	225	240	220	143	56	19	87	1 287
Special	no.	145	97	60	76	22	5	4	5	414

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total	no.	3 092	2 251	1 702	1 065	775	268	127	188	9 468
Schools										
Primary	%	68.9	70.2	67.6	61.9	67.1	61.6	63.8	38.8	67.1
Secondary	%	16.8	15.5	14.8	10.3	11.6	15.7	18.1	12.2	14.9
Combined (c)	%	9.6	10.0	14.1	20.7	18.5	20.9	15.0	46.3	13.6
Special	%	4.7	4.3	3.5	7.1	2.8	1.9	3.1	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	627 414	467 932	450 352	234 996	157 015	43 794	31 978	23 667	2 037 148
Primary — part time	no.	71	719	3 571	268	96	60	82	66	4 933
Primary — FTE of part time students	no.	41	355	1 155	158	64	28	51	32	1 883
Primary — FTE total	no.	627 455	468 287	451 507	235 154	157 079	43 822	32 029	23 699	2 039 031
Secondary — full time	no.	500 903	388 266	283 300	128 722	99 813	36 929	28 818	15 633	1 482 384
Secondary — part time	no.	2 268	2 391	3 551	2 014	4 322	2 511	55	232	17 344
Secondary — FTE of part time students	no.	1 391	1 119	1 307	737	2 031	1 407	28	86	8 104
Secondary — FTE total	no.	502 294	389 385	284 607	129 459	101 844	38 336	28 846	15 719	1 490 488
Primary and secondary — full time total	no.	1 128 317	856 198	733 652	363 718	256 828	80 723	60 796	39 300	3 519 532
Primary and secondary — FTE total	no.	1 129 749	857 672	736 114	364 612	258 922	82 157	60 874	39 418	3 529 519
Staff (b)										
Primary	no.	53 191	41 183	41 315	23 182	14 598	4 414	2 799	2 957	183 640
Secondary	no.	53 970	46 910	32 467	16 998	11 352	4 418	3 207	2 318	171 640
Total active in schools	no.	107 160	88 093	73 783	40 180	25 950	8 832	6 006	5 275	355 280
Not active in schools	no.	3 128	1 866	3 650	1 616	1 415	364	400	558	12 997
Schools										
Primary	no.	2 124	1 563	1 152	663	499	156	78	77	6 312

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary	no.	523	344	251	109	87	36	24	23	1 397
Combined (c)	no.	301	231	243	221	145	58	22	85	1 306
Special	no.	149	96	62	78	21	5	4	5	420
Total	no.	3 097	2 234	1 708	1 071	752	255	128	190	9 435
Schools										
Primary	%	68.6	70.0	67.4	61.9	66.4	61.2	60.9	40.5	66.9
Secondary	%	16.9	15.4	14.7	10.2	11.6	14.1	18.8	12.1	14.8
Combined (c)	%	9.7	10.3	14.2	20.6	19.3	22.7	17.2	44.7	13.8
Special	%	4.8	4.3	3.6	7.3	2.8	2.0	3.1	2.6	4.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Students										
Primary — full time	no.	635 145	477 690	462 119	242 995	158 535	43 377	33 066	24 051	2 076 978
Primary — part time	no.	65	689	4 925	235	86	58	41	42	6 141
Primary — FTE of part time students	no.	35	340	1 343	136	59	28	24	20	1 985
Primary — FTE total	no.	635 180	478 030	463 462	243 131	158 594	43 405	33 090	24 071	2 078 963
Secondary — full time	no.	502 206	389 155	285 563	131 207	100 456	36 652	29 040	15 808	1 490 087
Secondary — part time	no.	2 650	2 516	4 054	1 880	3 016	2 390	61	213	16 780
Secondary — FTE of part time students	no.	1 604	1 135	1 442	637	1 451	1 324	26	84	7 702
Secondary — FTE total	no.	503 810	390 290	287 005	131 844	101 907	37 976	29 066	15 892	1 497 789
Primary and secondary — full time total	no.	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
Primary and secondary — FTE total	no.	1 138 990	868 320	750 467	374 975	260 501	81 381	62 156	39 963	3 576 753
Staff (b)										
Primary	no.	54 145	43 150	42 527	23 993	14 988	4 309	2 915	3 066	189 093
Secondary	no.	54 504	47 094	33 380	17 337	11 540	4 376	3 256	2 434	173 919
Total active in schools	no.	108 649	90 244	75 907	41 329	26 528	8 685	6 171	5 500	363 012

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Not active in schools	no.	3 204	2 079	3 491	1 709	1 487	334	388	600	13 291
Schools										
Primary	no.	2 113	1 561	1 153	662	496	156	78	71	6 290
Secondary	no.	515	342	253	105	87	43	23	24	1 392
Combined (c)	no.	303	235	246	222	146	57	22	90	1 321
Special	no.	151	95	63	77	21	6	5	6	424
Total	no.	3 082	2 233	1 715	1 066	750	262	128	191	9 427
Schools										
Primary	%	68.6	69.9	67.2	62.1	66.1	59.5	60.9	37.2	66.7
Secondary	%	16.7	15.3	14.8	9.8	11.6	16.4	18.0	12.6	14.8
Combined (c)	%	9.8	10.5	14.3	20.8	19.5	21.8	17.2	47.1	14.0
Special	%	4.9	4.3	3.7	7.2	2.8	2.3	3.9	3.1	4.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2013										
Students										
Primary — full time	no.	647 120	489 782	472 024	250 953	160 431	43 569	33 931	24 226	2 122 036
Primary — part time	no.	67	680	4 528	150	55	59	118	37	5 694
Primary — FTE of part time students	no.	36	341	1 239	75	23	28	60	18	1 820
Primary — FTE total	no.	647 156	490 123	473 263	251 028	160 454	43 597	33 991	24 244	2 123 856
Secondary — full time	no.	505 431	391 368	289 387	134 142	100 717	36 063	29 278	16 183	1 502 569
Secondary — part time	no.	2 631	2 608	4 423	1 658	2 450	1 208	98	144	15 220
Secondary — FTE of part time students	no.	1 572	1 206	1 654	574	1 141	746	63	59	7 014
Secondary — FTE total	no.	507 003	392 574	291 041	134 716	101 858	36 809	29 341	16 242	1 509 583
Primary and secondary — full time total	no.	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
Primary and secondary — FTE total	no.	1 154 159	882 696	764 304	385 744	262 311	80 406	63 333	40 486	3 633 439
Staff (b)										

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary	no.	55 213	43 966	43 194	25 383	15 196	4 298	3 096	3 032	193 378
Secondary	no.	55 016	47 042	33 774	17 685	11 644	4 260	3 311	2 247	174 978
Total active in schools	no.	110 229	91 008	76 968	43 068	26 840	8 558	6 407	5 279	368 356
Not active in schools	no.	3 131	1 973	3 308	1 654	1 444	345	394	573	12 821
Schools										
Primary	no.	2 107	1 552	1 150	666	468	159	80	74	6 256
Secondary	no.	515	336	255	104	85	43	23	24	1 385
Combined (c)	no.	304	233	248	222	148	56	22	88	1 321
Special	no.	155	98	66	75	21	5	5	6	431
Total	no.	3 081	2 219	1 719	1 067	722	263	130	192	9 393
Schools										
Primary	%	68.4	69.9	66.9	62.4	64.8	60.5	61.5	38.5	66.6
Secondary	%	16.7	15.1	14.8	9.7	11.8	16.3	17.7	12.5	14.7
Combined (c)	%	9.9	10.5	14.4	20.8	20.5	21.3	16.9	45.8	14.1
Special	%	5.0	4.4	3.8	7.0	2.9	1.9	3.8	3.1	4.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

- (a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.
- (b) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.
- (c) Combined schools include both primary and secondary students.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Students — male										
Primary — full time	no.	318 001	235 212	225 350	111 516	79 938	22 684	15 904	11 909	1 020 514
Primary — part time	no.	48	507	2 329	184	156	38	50	9	3 321
Primary — FTE of part time students	no.	28	254	816	111	128	17	33	8	1 395
Primary — FTE total	no.	318 029	235 466	226 166	111 627	80 066	22 701	15 937	11 917	1 021 909
Secondary — full time	no.	248 477	194 244	141 005	70 677	49 218	18 522	14 515	7 791	744 449
Secondary — part time	no.	880	1 351	1 445	455	2 703	806	10	187	7 837
Secondary — FTE of part time students	no.	505	677	590	216	1 265	476	5	73	3 808
Secondary — FTE total	no.	248 982	194 921	141 595	70 893	50 483	18 998	14 520	7 864	748 257
Primary and secondary — full time total	no.	566 478	429 456	366 355	182 193	129 156	41 206	30 419	19 700	1 764 963
Primary and secondary — FTE total	no.	567 011	430 388	367 762	182 519	130 549	41 699	30 457	19 781	1 770 166
Students — female										
Primary — full time	no.	300 748	223 190	213 181	105 111	75 998	21 473	15 327	11 320	966 348
Primary — part time	no.	48	235	991	175	149	23	51	7	1 679
Primary — FTE of part time students	no.	31	128	325	111	128	7	35	4	770
Primary — FTE total	no.	300 779	223 318	213 506	105 222	76 126	21 480	15 362	11 324	967 118
Secondary — full time	no.	243 713	191 423	138 452	68 550	48 274	18 228	14 053	7 469	730 162
Secondary — part time	no.	1 301	1 663	1 673	504	4 038	1 181	8	126	10 494
Secondary — FTE of part time students	no.	667	806	652	228	1 839	685	4	58	4 939
Secondary — FTE total	no.	244 380	192 229	139 104	68 778	50 113	18 913	14 057	7 527	735 101
Primary and secondary — full time total	no.	544 461	414 613	351 633	173 661	124 272	39 701	29 380	18 789	1 696 510
Primary and secondary — FTE total	no.	545 158	415 547	352 610	174 000	126 239	40 393	29 419	18 852	1 702 219
2010										
Students — male										
Primary — full time	no.	319 466	236 483	227 925	117 943	80 037	22 545	16 158	12 066	1 032 623

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary — part time	no.	35	537	2 365	164	53	39	44	–	3 237
Primary — FTE of part time students	no.	19	268	809	106	37	19	35	–	1 294
Primary — FTE total	no.	319 485	236 751	228 734	118 049	80 074	22 564	16 193	12 066	1 033 917
Secondary — full time	no.	251 447	195 219	142 646	65 546	49 956	18 549	14 501	8 102	745 966
Secondary — part time	no.	1 017	1 285	1 579	786	2 446	874	11	25	8 023
Secondary — FTE of part time students	no.	616	691	651	260	1 123	468	5	9	3 824
Secondary — FTE total	no.	252 063	195 910	143 297	65 806	51 079	19 017	14 506	8 111	749 790
Primary and secondary — full time total	no.	570 913	431 702	370 571	183 489	129 993	41 094	30 659	20 168	1 778 589
Primary and secondary — FTE total	no.	571 548	432 662	372 031	183 856	131 153	41 581	30 699	20 177	1 783 707
Students — female										
Primary — full time	no.	301 814	224 864	214 913	111 776	76 082	21 353	15 351	11 551	977 704
Primary — part time	no.	20	231	985	131	29	18	36	3	1 453
Primary — FTE of part time students	no.	12	117	308	84	22	6	28	1	577
Primary — FTE total	no.	301 826	224 981	215 221	111 860	76 104	21 359	15 379	11 552	978 281
Secondary — full time	no.	246 362	192 409	139 472	63 104	48 948	18 394	14 285	7 612	730 586
Secondary — part time	no.	1 274	1 571	1 732	1 312	4 045	1 310	7	32	11 283
Secondary — FTE of part time students	no.	694	800	671	313	1 783	717	4	12	4 993
Secondary — FTE total	no.	247 056	193 209	140 143	63 417	50 731	19 111	14 289	7 624	735 579
Primary and secondary — full time total	no.	548 176	417 273	354 385	174 880	125 030	39 747	29 636	19 163	1 708 290
Primary and secondary — FTE total	no.	548 882	418 190	355 363	175 278	126 834	40 470	29 668	19 176	1 713 860
2011										
Students — male										
Primary — full time	no.	322 775	239 686	232 033	120 359	80 595	22 514	16 378	11 983	1 046 323
Primary — part time	no.	50	494	2 412	169	61	40	40	48	3 314
Primary — FTE of part time students	no.	29	245	804	96	40	19	26	24	1 283
Primary — FTE total	no.	322 804	239 931	232 837	120 455	80 635	22 533	16 404	12 007	1 047 606

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary — full time	no.	253 153	196 181	143 280	65 672	50 328	18 606	14 460	8 151	749 831
Secondary — part time	no.	1 034	995	1 686	828	1 580	1 168	27	128	7 446
Secondary — FTE of part time students	no.	664	458	620	365	758	648	12	44	3 569
Secondary — FTE total	no.	253 817	196 639	143 900	66 037	51 086	19 254	14 472	8 195	753 400
Primary and secondary — full time total	no.	575 928	435 867	375 313	186 031	130 923	41 120	30 838	20 134	1 796 154
Primary and secondary — FTE total	no.	576 621	436 570	376 737	186 493	131 720	41 787	30 876	20 202	1 801 007
Students — female										
Primary — full time	no.	304 639	228 246	218 319	114 637	76 420	21 280	15 600	11 684	990 825
Primary — part time	no.	21	225	1 159	99	35	20	42	18	1 619
Primary — FTE of part time students	no.	13	110	351	61	24	8	25	8	600
Primary — FTE total	no.	304 652	228 356	218 670	114 698	76 444	21 288	15 625	11 692	991 425
Secondary — full time	no.	247 750	192 085	140 020	63 050	49 485	18 323	14 358	7 482	732 553
Secondary — part time	no.	1 234	1 396	1 865	1 186	2 742	1 343	28	104	9 898
Secondary — FTE of part time students	no.	727	661	687	371	1 273	759	16	42	4 535
Secondary — FTE total	no.	248 477	192 746	140 707	63 421	50 758	19 082	14 374	7 524	737 088
Primary and secondary — full time total	no.	552 389	420 331	358 339	177 687	125 905	39 603	29 958	19 166	1 723 378
Primary and secondary — FTE total	no.	553 128	421 102	359 377	178 120	127 202	40 370	29 998	19 215	1 728 512
2012										
Students — male										
Primary — full time	no.	326 800	245 043	238 395	124 456	81 266	22 364	16 947	12 232	1 067 503
Primary — part time	no.	41	471	3 079	140	55	40	17	24	3 867
Primary — FTE of part time students	no.	22	233	885	72	35	20	10	12	1 289
Primary — FTE total	no.	326 822	245 276	239 280	124 528	81 301	22 384	16 957	12 244	1 068 792
Secondary — full time	no.	254 234	196 846	144 107	67 060	50 657	18 560	14 727	8 158	754 349
Secondary — part time	no.	1 252	1 072	1 828	755	1 264	1 110	37	95	7 413
Secondary — FTE of part time students	no.	780	466	659	313	629	599	14	35	3 494

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary — FTE total	no.	255 014	197 312	144 766	67 373	51 286	19 159	14 741	8 193	757 843
Primary and secondary — full time total	no.	581 034	441 889	382 502	191 516	131 923	40 924	31 674	20 390	1 821 852
Primary and secondary — FTE total	no.	581 836	442 588	384 046	191 901	132 587	41 543	31 698	20 437	1 826 635
Students — female										
Primary — full time	no.	308 345	232 647	223 724	118 539	77 269	21 013	16 119	11 819	1 009 475
Primary — part time	no.	24	218	1 846	95	31	18	24	18	2 274
Primary — FTE of part time students	no.	14	107	458	64	24	8	14	8	696
Primary — FTE total	no.	308 359	232 754	224 182	118 603	77 293	21 021	16 133	11 827	1 010 171
Secondary — full time	no.	247 972	192 309	141 456	64 147	49 799	18 092	14 313	7 650	735 738
Secondary — part time	no.	1 398	1 444	2 226	1 125	1 752	1 280	24	118	9 367
Secondary — FTE of part time students	no.	824	669	783	324	823	726	12	49	4 208
Secondary — FTE total	no.	248 796	192 978	142 239	64 471	50 622	18 818	14 325	7 699	739 946
Primary and secondary — full time total	no.	556 317	424 956	365 180	182 686	127 068	39 105	30 432	19 469	1 745 213
Primary and secondary — FTE total	no.	557 155	425 732	366 421	183 074	127 914	39 839	30 457	19 526	1 750 117
2013										
Students — male										
Primary — full time	no.	332 774	251 285	243 360	128 721	82 221	22 318	17 430	12 371	1 090 480
Primary — part time	no.	40	447	2 922	108	37	48	67	21	3 690
Primary — FTE of part time students	no.	22	224	831	51	16	23	32	10	1 209
Primary — FTE total	no.	332 796	251 509	244 191	128 772	82 237	22 341	17 462	12 381	1 091 689
Secondary — full time	no.	256 396	198 703	146 651	68 616	51 091	18 358	14 744	8 313	762 872
Secondary — part time	no.	1 202	1 115	2 008	699	1 063	554	51	73	6 765
Secondary — FTE of part time students	no.	727	521	756	290	499	342	31	28	3 193
Secondary — FTE total	no.	257 123	199 224	147 407	68 906	51 590	18 700	14 775	8 341	766 065
Primary and secondary — full time total	no.	589 170	449 988	390 011	197 337	133 312	40 676	32 174	20 684	1 853 352
Primary and secondary — FTE total	no.	589 918	450 733	391 598	197 678	133 826	41 041	32 237	20 722	1 857 754

TABLE 4A.4

Table 4A.4 **All schools: students time series, by sex**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students — female										
Primary — full time	no.	314 346	238 497	228 664	122 232	78 210	21 251	16 501	11 855	1 031 556
Primary — part time	no.	27	233	1 606	42	18	11	51	16	2 004
Primary — FTE of part time students	no.	14	117	408	23	7	5	28	8	610
Primary — FTE total	no.	314 360	238 614	229 072	122 255	78 217	21 256	16 529	11 863	1 032 166
Secondary — full time	no.	249 035	192 665	142 736	65 526	49 626	17 705	14 534	7 870	739 697
Secondary — part time	no.	1 429	1 493	2 415	959	1 387	654	47	71	8 455
Secondary — FTE of part time students	no.	845	684	898	285	642	404	33	31	3 821
Secondary — FTE total	no.	249 880	193 349	143 634	65 811	50 268	18 109	14 567	7 901	743 518
Primary and secondary — full time total	no.	563 381	431 162	371 400	187 758	127 836	38 956	31 035	19 725	1 771 253
Primary and secondary — FTE total	no.	564 241	431 963	372 706	188 066	128 485	39 365	31 096	19 763	1 775 684

FTE = Full time equivalent.

– Nil or rounded to zero.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0.

TABLE 4A.5

Table 4A.5 **Students as a proportion of the population, 2013 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary students as a proportion of the population									
Government schools	6.1	5.8	7.1	7.0	6.4	6.2	5.4	7.9	6.3
Non-government schools	2.7	2.8	3.0	3.0	3.2	2.3	3.5	2.3	2.9
All schools	8.7	8.5	10.1	10.0	9.6	8.5	8.9	10.1	9.2
Secondary students as a proportion of the population									
Government schools	4.1	3.9	3.8	3.1	3.6	4.7	4.1	4.4	3.9
Non-government schools	2.7	2.9	2.4	2.2	2.4	2.4	3.5	2.4	2.6
All schools	6.8	6.8	6.2	5.3	6.0	7.0	7.6	6.8	6.5
All students as a proportion of the population									
Government schools	10.2	9.6	10.9	10.1	10.0	10.9	9.5	12.3	10.2
Non-government schools	5.4	5.7	5.5	5.2	5.7	4.7	7.0	4.6	5.5
All schools	15.6	15.4	16.3	15.3	15.6	15.5	16.5	16.9	15.7

(a) Full time students as a proportion of the total population. Population is as at 30 June 2013, using preliminary ERP.

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

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0; ABS 2013, *Australian Demographic Statistics*, June 2013, Cat. no. 3101.0; table 2A.1.

TABLE 4A.6

Table 4A.6 Average FTE student population, by school sector (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Average FTE student population in government schools (no.)									
2003-04	748 346	537 559	448 560	230 630	170 043	62 387	36 266	28 817	2 262 608
2004-05	743 543	538 116	451 565	229 891	168 364	61 910	35 649	28 895	2 257 932
2005-06	740 997	537 953	454 697	230 142	167 235	61 297	35 261	28 991	2 256 572
2006-07	739 525	537 394	468 784	230 524	166 859	60 421	34 874	29 100	2 267 481
2007-08	737 207	536 793	481 315	230 814	166 100	59 502	34 335	29 278	2 275 344
2008-09	736 213	537 565	484 301	232 689	165 434	58 899	34 181	28 966	2 278 247
2009-10	739 394	538 956	487 433	234 175	165 709	58 584	34 411	28 858	2 287 520
2010-11	743 841	540 220	489 921	235 764	165 877	58 480	34 554	29 133	2 297 790
2011-12	746 887	543 761	496 203	241 312	166 189	58 077	35 114	29 305	2 316 848
2012-13	751 790	550 546	505 149	249 729	167 047	57 097	35 998	29 443	2 346 798
Average FTE student population in non-government schools (no.)									
2003-04	360 403	285 162	187 565	105 381	82 106	21 415	23 842	8 636	1 074 511
2004-05	365 283	287 947	193 328	108 222	83 985	21 752	24 206	8 773	1 093 496
2005-06	368 688	291 782	199 606	111 192	85 704	22 187	24 458	8 963	1 112 581
2006-07	370 861	296 119	211 008	113 928	87 152	22 703	24 694	9 234	1 135 699
2007-08	372 996	300 859	223 002	117 078	88 652	23 137	25 041	9 636	1 160 401
2008-09	374 846	305 355	230 191	120 746	90 316	23 380	25 389	9 959	1 180 182
2009-10	376 905	309 437	236 450	123 652	91 679	23 488	25 710	10 135	1 197 456
2010-11	381 249	314 042	241 833	126 109	92 578	23 624	26 066	10 252	1 215 753
2011-12	387 483	319 235	247 088	128 482	93 522	23 692	26 401	10 385	1 236 287
2012-13	394 785	324 962	252 237	130 630	94 359	23 797	26 747	10 781	1 258 298
Average FTE student population in all schools (no.)									
2003-04	1 108 750	822 721	636 125	336 010	252 149	83 802	60 108	37 452	3 337 118
2004-05	1 108 826	826 063	644 893	338 113	252 348	83 663	59 855	37 668	3 351 429
2005-06	1 109 685	829 736	654 303	341 334	252 939	83 484	59 719	37 954	3 369 154
2006-07	1 110 387	833 513	679 793	344 452	254 011	83 124	59 568	38 334	3 403 180
2007-08	1 110 204	837 652	704 316	347 891	254 752	82 639	59 377	38 913	3 435 745
2008-09	1 111 059	842 920	714 492	353 435	255 750	82 279	59 569	38 925	3 458 429
2009-10	1 116 299	848 393	723 883	357 826	257 388	82 072	60 121	38 993	3 484 976
2010-11	1 125 089	854 262	731 754	361 873	258 455	82 104	60 620	39 385	3 513 543
2011-12	1 134 370	862 996	743 290	369 794	259 712	81 769	61 515	39 690	3 553 136
2012-13	1 146 575	875 508	757 385	380 359	261 406	80 894	62 744	40 224	3 605 096

(a) FTE students by financial year are derived by averaging the FTE students numbers for the two associated calendar years. Data for years 2008 to 2012 are in tables 4A.1-3.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0.

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2012-13 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
Government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2003-04	921 883	629 630	548 078	277 602	207 150	76 215	40 634	70 142	2 771 334
2004-05	915 402	648 318	564 293	263 182	209 495	78 641	41 132	49 961	2 770 424
2005-06	943 199	628 216	568 874	307 258	204 631	75 805	39 603	65 816	2 833 401
2006-07	950 989	636 797	577 076	293 746	213 342	74 454	40 409	68 910	2 855 721
2007-08	935 479	650 307	606 387	282 764	215 001	75 229	38 737	73 124	2 877 028
2008-09	1 245 686	899 020	768 496	385 340	289 146	101 019	58 696	84 200	3 831 602
2009-10	1 292 711	871 383	745 115	380 286	297 824	107 920	54 999	112 574	3 862 812
2010-11	1 349 616	893 655	809 709	391 273	309 921	112 181	57 034	114 313	4 037 702
2011-12	1 540 459	1 044 319	932 131	459 135	352 150	133 461	65 423	126 051	4 653 130
2012-13	1 481 350	1 010 582	914 923	446 128	341 737	123 429	62 890	114 039	4 495 078
State and territory government recurrent expenditure (including UCC) (i)									
2003-04	9 715 040	6 264 984	5 342 806	3 040 316	2 165 873	767 143	545 432	518 249	28 359 844
2004-05	9 703 378	6 183 801	5 613 415	3 357 938	2 160 843	768 822	533 639	526 963	28 848 798
2005-06	9 503 684	6 333 009	5 707 625	3 292 099	2 170 697	794 684	540 680	537 434	28 879 911
2006-07	9 511 213	6 293 074	6 125 251	3 604 664	2 156 488	786 074	541 250	525 371	29 543 384
2007-08	9 579 617	6 458 423	6 315 847	3 952 400	2 180 090	776 371	599 547	545 192	30 407 487
2008-09	9 624 930	6 512 866	6 368 013	4 013 288	2 073 940	768 592	605 004	562 855	30 529 488
2009-10	10 033 420	6 728 322	6 734 283	4 154 394	2 202 048	797 582	616 935	547 416	31 814 399
2010-11	9 741 356	6 604 170	6 700 095	4 109 964	2 358 121	801 458	651 551	568 988	31 535 704
2011-12	10 389 637	6 581 978	6 897 116	4 134 361	2 404 723	806 577	677 022	582 386	32 473 799
2012-13	10 100 240	6 579 892	6 934 084	4 267 546	2 362 926	802 378	695 411	615 248	32 357 724
Australian, State and Territory government recurrent expenditure (including UCC)									
2003-04	10 636 924	6 894 614	5 890 885	3 317 919	2 373 022	843 357	586 066	588 391	31 131 178
2004-05	10 618 780	6 832 119	6 177 708	3 621 120	2 370 337	847 463	574 771	576 923	31 619 222

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2012-13 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
2005-06	10 446 883	6 961 225	6 276 499	3 599 356	2 375 328	870 489	580 283	603 251	31 713 313
2006-07	10 462 202	6 929 870	6 702 326	3 898 410	2 369 830	860 528	581 659	594 280	32 399 105
2007-08	10 515 096	7 108 730	6 922 234	4 235 163	2 395 091	851 600	638 284	618 316	33 284 515
2008-09	10 870 616	7 411 886	7 136 509	4 398 628	2 363 086	869 611	663 700	647 055	34 361 091
2009-10	11 326 131	7 599 705	7 479 397	4 534 680	2 499 873	905 501	671 934	659 990	35 677 211
2010-11	11 090 972	7 497 826	7 509 804	4 501 237	2 668 041	913 639	708 585	683 300	35 573 406
2011-12	11 930 097	7 626 297	7 829 247	4 593 496	2 756 873	940 039	742 445	708 437	37 126 929
2012-13	11 581 590	7 590 474	7 849 007	4 713 674	2 704 663	925 807	758 301	729 287	36 852 802
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2003-04	1 984 754	1 560 944	1 079 195	586 004	449 300	119 175	123 986	65 403	5 968 761
2004-05	2 094 530	1 635 588	1 177 524	612 884	499 810	128 653	120 548	55 162	6 324 700
2005-06	2 025 286	1 628 458	1 210 090	626 480	488 611	130 223	123 198	66 034	6 298 379
2006-07	2 069 461	1 634 846	1 237 013	623 380	503 427	131 148	126 226	52 273	6 377 775
2007-08	2 034 000	1 657 737	1 247 405	639 315	503 896	134 580	123 578	61 184	6 401 694
2008-09	2 030 087	1 620 905	1 275 816	673 912	509 252	134 504	121 444	78 020	6 443 941
2009-10	2 188 972	1 822 477	1 406 528	722 755	551 925	148 924	133 682	85 126	7 060 389
2010-11	2 279 602	1 882 154	1 489 890	747 519	588 133	153 679	139 313	85 251	7 365 540
2011-12	2 422 779	2 029 025	1 593 487	799 602	636 034	161 923	148 256	85 933	7 877 039
2012-13	2 520 987	2 073 090	1 650 113	818 779	639 397	163 453	143 482	87 173	8 096 474
State and territory government recurrent expenditure									
2003-04	835 594	411 619	504 949	262 611	135 644	45 949	47 625	38 291	2 282 282
2004-05	874 685	418 961	515 203	264 062	135 568	47 168	48 161	38 009	2 341 816
2005-06	871 439	418 475	614 649	265 961	136 663	46 256	49 531	40 911	2 443 884
2006-07	885 301	437 274	523 119	278 305	146 665	48 972	47 800	57 258	2 424 695
2007-08	898 503	460 679	531 962	296 698	151 603	50 239	49 845	33 141	2 472 670

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2012-13 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
2008-09	887 876	523 562	553 329	309 946	151 842	51 185	49 499	34 420	2 561 661
2009-10	881 219	515 636	561 166	333 251	156 125	51 823	52 164	35 372	2 586 756
2010-11	879 831	560 605	618 860	395 145	162 465	55 192	49 240	67 064	2 788 402
2011-12	913 755	589 631	609 741	424 465	167 214	55 289	50 241	51 357	2 861 691
2012-13	935 149	631 308	637 757	445 700	170 216	55 323	53 151	63 185	2 991 789
Australian, State and Territory government recurrent expenditure									
2003-04	2 820 348	1 972 563	1 584 144	848 615	584 944	165 124	171 611	103 694	8 251 043
2004-05	2 969 215	2 054 548	1 692 726	876 945	635 378	175 821	168 710	93 172	8 666 516
2005-06	2 896 725	2 046 933	1 824 739	892 441	625 274	176 478	172 729	106 944	8 742 262
2006-07	2 954 762	2 072 120	1 760 132	901 685	650 093	180 120	174 027	109 531	8 802 470
2007-08	2 932 503	2 118 417	1 779 367	936 013	655 499	184 819	173 422	94 325	8 874 365
2008-09	2 917 963	2 144 468	1 829 146	983 858	661 094	185 690	170 944	112 440	9 005 602
2009-10	3 070 191	2 338 113	1 967 695	1 056 006	708 050	200 747	185 846	120 497	9 647 145
2010-11	3 159 432	2 442 759	2 108 749	1 142 664	750 599	208 872	188 553	152 315	10 153 942
2011-12	3 336 535	2 618 656	2 203 227	1 224 066	803 247	217 212	198 497	137 289	10 738 730
2012-13	3 456 136	2 704 398	2 287 870	1 264 479	809 613	218 776	196 633	150 358	11 088 263
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (e), (f), (g), (h)									
2003-04	2 906 637	2 190 574	1 627 274	863 607	656 450	195 389	164 620	135 545	8 740 095
2004-05	3 009 932	2 283 906	1 741 817	876 065	709 305	207 295	161 681	105 123	9 095 124
2005-06	2 968 485	2 256 674	1 778 964	933 738	693 243	206 028	162 800	131 850	9 131 780
2006-07	3 020 450	2 271 643	1 814 089	917 126	716 769	205 602	166 635	121 183	9 233 496
2007-08	2 969 479	2 308 044	1 853 792	922 079	718 897	209 809	162 315	134 308	9 278 722
2008-09	3 275 773	2 519 925	2 044 312	1 059 252	798 398	235 523	180 140	162 220	10 275 543
2009-10	3 481 683	2 693 860	2 151 643	1 103 041	849 749	256 844	188 681	197 700	10 923 202
2010-11	3 629 218	2 775 809	2 299 599	1 138 793	898 054	265 860	196 347	199 563	11 403 241

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2012-13 dollars) (\$'000) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
2011-12	3 963 239	3 073 345	2 525 618	1 258 737	988 184	295 384	213 679	211 984	12 530 169
2012-13	4 002 337	3 083 672	2 565 036	1 264 907	981 134	286 882	206 372	201 212	12 591 552
State and territory government recurrent expenditure (including UCC for government schools)									
2003-04	10 550 635	6 676 603	5 847 756	3 302 927	2 301 516	813 092	593 056	556 541	30 642 126
2004-05	10 578 062	6 602 762	6 128 618	3 622 000	2 296 411	815 990	581 800	564 972	31 190 613
2005-06	10 375 123	6 751 484	6 322 274	3 558 060	2 307 359	840 940	590 211	578 345	31 323 795
2006-07	10 396 514	6 730 348	6 648 369	3 882 969	2 303 153	835 046	589 050	582 629	31 968 080
2007-08	10 478 121	6 919 103	6 847 809	4 249 098	2 331 693	826 610	649 391	578 332	32 880 157
2008-09	10 512 806	7 036 429	6 921 343	4 323 235	2 225 782	819 777	654 504	597 274	33 091 149
2009-10	10 914 639	7 243 958	7 295 449	4 487 645	2 358 173	849 404	669 099	582 788	34 401 154
2010-11	10 621 187	7 164 775	7 318 955	4 505 108	2 520 586	856 651	700 791	636 052	34 324 106
2011-12	11 303 392	7 171 608	7 506 857	4 558 826	2 571 936	861 866	727 263	633 743	35 335 490
2012-13	11 035 389	7 211 200	7 571 841	4 713 246	2 533 142	857 701	748 562	678 433	35 349 513
Australian, State and Territory government recurrent expenditure (including UCC)									
2003-04	13 457 272	8 867 177	7 475 029	4 166 534	2 957 966	1 008 481	757 677	692 085	39 382 221
2004-05	13 587 994	8 886 668	7 870 435	4 498 066	3 005 716	1 023 284	743 480	670 095	40 285 738
2005-06	13 343 608	9 008 158	8 101 238	4 491 797	3 000 602	1 046 967	753 011	710 195	40 455 575
2006-07	13 416 964	9 001 991	8 462 458	4 800 095	3 019 922	1 040 648	755 686	703 812	41 201 575
2007-08	13 447 600	9 227 147	8 701 601	5 171 176	3 050 590	1 036 419	811 706	712 640	42 158 879
2008-09	13 788 579	9 556 354	8 965 655	5 382 487	3 024 179	1 055 300	834 644	759 495	43 366 693
2009-10	14 396 322	9 937 818	9 447 092	5 590 686	3 207 922	1 106 248	857 780	780 487	45 324 356
2010-11	14 250 404	9 940 584	9 618 553	5 643 901	3 418 640	1 122 510	897 138	835 615	45 727 348
2011-12	15 266 631	10 244 953	10 032 474	5 817 562	3 560 120	1 157 250	940 942	845 726	47 865 659
2012-13	15 037 726	10 294 872	10 136 877	5 978 153	3 514 276	1 144 583	954 934	879 645	47 941 065

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2012-13 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
(a)	This table integrates information from tables 4A.9 and 4A.10, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table includes only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.								
(b)	Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools. Funding from sources other than government is not included.								
(c)	Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details								
(d)	In relation to Northern Territory funding for non-government schools: In the four years from 2002-03 to 2006-07 the Catholic Remote Indigenous Schools were funded at the same rate as government schools and classified as non-government expenditure. The reduction in expenditure from 2007-08 by the Northern Territory Government is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. For the NT, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included from 2010-11 (these costs have not been included in prior years) . The 2010-11 NT figures include an early payment of 2011 Semester 2 grants of \$9.7m. School transport costs of \$6.8m relating to non-government school students have been included in the 2011-12. These have not been included in prior years. The NT allocation for the Improving Teacher Quality National Partnership Agreement is based on proportion of teachers in schools in each sector. Total funding was retained by Northern Territory Government to support cross – sectoral initiatives to benefit all sectors. This The NT allocation for the Literacy and Numeracy National Partnership Agreement is based on proportion of students at or below National Minimum Standard. The NT allocation for the Low SES National Partnership Agreement is based on the and on proportion of eligible schools in each sector. The Northern Territory Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors.								
(e)	The National Schools specific purpose payment (reported from 1 January 2009) does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(f)	Includes recurrent, targetted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(g)	For the purpose of the Report, Australian Government allocations to states and territories (see table 4A.9) are regarded as being expended in the year of allocation.								
(h)	Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. See footnote (e) in table 4A.9.								

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2012-13 dollars) (\$'000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
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(i) Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.

Source: Department of Education (unpublished); Education Council National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished); table 2A.51.

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
Government schools									
Australian government specific purpose payments (excluding capital grants) (d), (e), (f), (g)									
2003-04	670 209	457 741	398 453	201 817	150 598	55 408	29 541	50 993	2 014 760
2004-05	699 367	495 315	431 120	201 071	160 054	60 082	31 425	38 170	2 116 604
2005-06	754 559	502 573	455 099	245 806	163 705	60 644	31 682	52 653	2 266 721
2006-07	790 272	529 178	479 550	244 103	177 287	61 871	33 580	57 264	2 373 104
2007-08	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
2008-09	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
2009-10	1 191 880	803 415	686 996	350 624	274 594	99 502	50 709	103 793	3 561 513
2010-11	1 307 778	865 952	784 608	379 144	300 313	108 703	55 266	110 769	3 912 533
2011-12	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
2012-13	1 481 350	1 010 582	914 923	446 128	341 737	123 429	62 890	114 039	4 495 078
State and territory government recurrent expenditure (including UCC) (h)									
2003-04	7 062 834	4 554 644	3 884 220	2 210 310	1 574 589	557 713	396 529	376 767	20 617 606
2004-05	7 413 381	4 724 424	4 288 649	2 565 465	1 650 884	587 380	407 700	402 599	22 040 481
2005-06	7 602 947	5 066 407	4 566 100	2 633 679	1 736 557	635 747	432 544	429 947	23 103 929
2006-07	7 903 818	5 229 544	5 090 083	2 995 476	1 792 041	653 227	449 779	436 583	24 550 552
2007-08	8 276 789	5 580 078	5 456 892	3 414 873	1 883 598	670 785	518 008	471 046	26 272 069
2008-09	8 643 187	5 848 554	5 718 476	3 603 933	1 862 398	690 195	543 294	505 443	27 415 480
2009-10	9 250 813	6 203 513	6 209 008	3 830 351	2 030 289	735 370	568 814	504 718	29 332 876
2010-11	9 439 374	6 399 441	6 492 392	3 982 555	2 285 019	776 613	631 353	551 349	30 558 097
2011-12	10 223 403	6 476 666	6 786 762	4 068 211	2 366 247	793 672	666 190	573 068	31 954 218
2012-13	10 100 240	6 579 892	6 934 084	4 267 546	2 362 926	802 378	695 411	615 248	32 357 724
Australian, State and Territory government recurrent expenditure (including UCC)									
2003-04	7 733 043	5 012 385	4 282 673	2 412 127	1 725 187	613 121	426 070	427 760	22 632 366

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
2004-05	8 112 748	5 219 739	4 719 769	2 766 536	1 810 938	647 462	439 125	440 769	24 157 085
2005-06	8 357 506	5 568 980	5 021 199	2 879 485	1 900 262	696 391	464 226	482 600	25 370 650
2006-07	8 694 090	5 758 722	5 569 633	3 239 579	1 969 328	715 098	483 359	493 847	26 923 656
2007-08	9 085 043	6 141 943	5 980 810	3 659 181	2 069 359	735 783	551 477	534 225	28 757 821
2008-09	9 761 813	6 655 874	6 408 585	3 949 968	2 122 051	780 910	596 003	581 055	30 856 259
2009-10	10 442 693	7 006 928	6 896 004	4 180 975	2 304 883	834 872	619 523	608 511	32 894 389
2010-11	10 747 152	7 265 393	7 277 000	4 361 699	2 585 332	885 316	686 619	662 118	34 470 630
2011-12	11 739 215	7 504 276	7 703 979	4 520 000	2 712 763	924 998	730 566	697 102	36 532 898
2012-13	11 581 590	7 590 474	7 849 007	4 713 674	2 704 663	925 807	758 301	729 287	36 852 802
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (d), (e), (f), (g)									
2003-04	1 442 916	1 134 806	784 575	426 025	326 641	86 640	90 138	47 548	4 339 289
2004-05	1 600 221	1 249 589	899 628	468 243	381 855	98 291	92 099	42 144	4 832 071
2005-06	1 620 229	1 302 766	968 072	501 184	390 889	104 178	98 558	52 827	5 038 703
2006-07	1 719 722	1 358 557	1 027 958	518 029	418 348	108 984	104 894	43 439	5 299 931
2007-08	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
2008-09	1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
2009-10	2 018 232	1 680 324	1 296 819	666 380	508 875	137 308	123 255	78 486	6 509 679
2010-11	2 208 934	1 823 807	1 443 703	724 346	569 901	148 915	134 994	82 608	7 137 208
2011-12	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006
2012-13	2 520 987	2 073 090	1 650 113	818 779	639 397	163 453	143 482	87 173	8 096 474
State and territory government recurrent expenditure									
2003-04	607 477	299 247	367 098	190 918	98 613	33 405	34 623	27 838	1 659 219
2004-05	668 259	320 086	393 615	201 743	103 574	36 036	36 795	29 039	1 789 147
2005-06	697 151	334 780	491 719	212 769	109 330	37 005	39 625	32 729	1 955 107
2006-07	735 685	363 375	434 712	231 271	121 879	40 696	39 722	47 582	2 014 922

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
2007-08	776 307	398 027	459 615	256 347	130 985	43 406	43 066	28 634	2 136 387
2008-09	797 313	470 159	496 890	278 332	136 354	45 964	44 451	30 909	2 300 372
2009-10	812 484	475 417	517 395	307 258	143 947	47 780	48 095	32 613	2 384 989
2010-11	852 556	543 226	599 675	382 895	157 429	53 481	47 714	64 985	2 701 962
2011-12	899 135	580 197	599 985	417 673	164 538	54 404	49 437	50 535	2 815 904
2012-13	935 149	631 308	637 757	445 700	170 216	55 323	53 151	63 185	2 991 789
Australian, State and Territory government recurrent expenditure									
2003-04	2 050 393	1 434 053	1 151 673	616 943	425 254	120 045	124 761	75 386	5 998 508
2004-05	2 268 480	1 569 675	1 293 243	669 986	485 429	134 327	128 894	71 183	6 621 218
2005-06	2 317 380	1 637 546	1 459 791	713 953	500 219	141 183	138 183	85 556	6 993 810
2006-07	2 455 407	1 721 932	1 462 670	749 300	540 227	149 680	144 616	91 021	7 314 853
2007-08	2 533 683	1 830 312	1 537 373	808 715	566 351	159 683	149 837	81 497	7 667 451
2008-09	2 620 331	1 925 732	1 642 573	883 505	593 662	166 749	153 508	100 971	8 087 031
2009-10	2 830 716	2 155 741	1 814 214	973 638	652 822	185 088	171 350	111 099	8 894 668
2010-11	3 061 490	2 367 033	2 043 378	1 107 241	727 330	202 396	182 708	147 593	9 839 170
2011-12	3 283 150	2 576 758	2 167 976	1 204 481	790 395	213 736	195 321	135 093	10 566 910
2012-13	3 456 136	2 704 398	2 287 870	1 264 479	809 613	218 776	196 633	150 358	11 088 263
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (d), (e), (f), (g)									
2003-04	2 113 125	1 592 547	1 183 028	627 842	477 239	142 048	119 679	98 541	6 354 049
2004-05	2 299 588	1 744 904	1 330 748	669 314	541 909	158 373	123 524	80 314	6 948 675
2005-06	2 374 788	1 805 339	1 423 171	746 990	554 594	164 822	130 240	105 480	7 305 424
2006-07	2 509 994	1 887 735	1 507 508	762 132	595 635	170 855	138 474	100 703	7 673 035
2007-08	2 565 630	1 994 150	1 601 676	796 676	621 127	181 275	140 240	116 042	8 016 816
2008-09	2 941 644	2 262 893	1 835 792	951 208	716 961	211 500	161 766	145 674	9 227 438
2009-10	3 210 112	2 483 739	1 983 815	1 017 004	783 469	236 810	173 964	182 279	10 071 192

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
2010-11	3 516 712	2 689 759	2 228 311	1 103 490	870 214	257 618	190 260	193 377	11 049 741
2011-12	3 899 827	3 024 171	2 485 208	1 238 597	972 373	290 658	210 260	208 592	12 329 686
2012-13	4 002 337	3 083 672	2 565 036	1 264 907	981 134	286 882	206 372	201 212	12 591 552
State and territory government recurrent expenditure (including UCC for government schools)									
2003-04	7 670 311	4 853 891	4 251 318	2 401 228	1 673 202	591 118	431 152	404 605	22 276 826
2004-05	8 081 640	5 044 510	4 682 264	2 767 208	1 754 458	623 416	444 495	431 639	23 829 629
2005-06	8 300 098	5 401 187	5 057 819	2 846 448	1 845 887	672 752	472 169	462 676	25 059 036
2006-07	8 639 503	5 592 919	5 524 795	3 226 747	1 913 920	693 923	489 501	484 165	26 565 474
2007-08	9 053 096	5 978 105	5 916 507	3 671 220	2 014 583	714 191	561 074	499 679	28 408 456
2008-09	9 440 500	6 318 713	6 215 366	3 882 265	1 998 752	736 160	587 744	536 352	29 715 852
2009-10	10 063 297	6 678 929	6 726 404	4 137 609	2 174 235	783 151	616 909	537 330	31 717 864
2010-11	10 291 930	6 942 667	7 092 067	4 365 450	2 442 448	830 094	679 067	616 334	33 260 059
2011-12	11 122 538	7 056 863	7 386 747	4 485 884	2 530 785	848 076	715 627	623 603	34 770 122
2012-13	11 035 389	7 211 200	7 571 841	4 713 246	2 533 142	857 701	748 562	678 433	35 349 513
Australian, State and Territory government recurrent expenditure (including UCC for government schools)									
2003-04	9 783 436	6 446 438	5 434 346	3 029 070	2 150 441	733 166	550 831	503 146	28 630 875
2004-05	10 381 228	6 789 414	6 013 012	3 436 522	2 296 367	781 789	568 019	511 953	30 778 304
2005-06	10 674 886	7 206 526	6 480 990	3 593 438	2 400 481	837 574	602 409	568 156	32 364 460
2006-07	11 149 497	7 480 654	7 032 303	3 988 879	2 509 555	864 778	627 975	584 868	34 238 509
2007-08	11 618 726	7 972 255	7 518 183	4 467 896	2 635 710	895 466	701 314	615 721	36 425 272
2008-09	12 382 144	8 581 606	8 051 158	4 833 473	2 715 713	947 660	749 510	682 026	38 943 290
2009-10	13 273 409	9 162 668	8 710 219	5 154 613	2 957 704	1 019 961	790 873	719 609	41 789 056
2010-11	13 808 642	9 632 426	9 320 378	5 468 940	3 312 662	1 087 712	869 327	809 711	44 309 800
2011-12	15 022 365	10 081 034	9 871 955	5 724 481	3 503 158	1 138 734	925 887	832 195	47 099 808
2012-13	15 037 726	10 294 872	10 136 877	5 978 153	3 514 276	1 144 583	954 934	879 645	47 941 065

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
(a)	This table integrates information from tables 4A.9 and 4A.10, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table includes only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.								
(b)	Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools. Funding from sources other than government is not included.								
(c)	In relation to Northern Territory funding for non-government schools: In the four years from 2002-03 to 2006-07 the Catholic Remote Indigenous Schools were funded at the same rate as government schools and classified as non-government expenditure. The reduction in expenditure from 2007-08 by the Northern Territory Government is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. For the NT, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included from 2010-11 (these costs have not been included in prior years) . The 2010-11 NT figures include an early payment of 2011 Semester 2 grants of \$9.7m. School transport costs of \$6.8m relating to non-government school students have been included in the 2011-12. These have not been included in prior years. The NT allocation for the Improving Teacher Quality National Partnership Agreement is based on proportion of teachers in schools in each sector. Total funding was retained by Northern Territory Government to support cross – sectoral initiatives to benefit all sectors. This The NT allocation for the Literacy and Numeracy National Partnership Agreement is based on proportion of students at or below National Minimum Standard. The NT allocation for the Low SES National Partnership Agreement is based on the and on proportion of eligible schools in each sector. The Northern Territory Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors.								
(d)	The National Schools specific purpose payment (reported from 1 January 2009) does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(e)	Includes recurrent, targeted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(f)	For the purpose of the Report, Australian Government allocations to states and territories (see table 4A.9) are regarded as being expended in the year of allocation.								
(g)	Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. See footnote (e) in table 4A.9.								
(h)	Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.								

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>	<i>Aust</i>
<i>Source:</i>	Department of Education (unpublished); Education Council National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished).								

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2012-13 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools										
Recurrent expenditure										
National Schools SPP (c)	\$'000	1 291 406	921 219	816 848	405 778	289 833	101 924	59 577	58 406	3 944 991
National Partnership payments										
More support for students with disabilities	\$'000	19 181	14 894	13 185	6 168	4 795	1 566	1 079	790	61 658
Rewards for great teachers	\$'000	2 599	–	–	879	595	203	143	139	4 558
Improving literacy and numeracy	\$'000	39 272	19 585	32 472	15 204	9 905	3 752	1 171	3 659	125 020
Smarter Schools National Partnership (d)										
<i>Improving teacher quality</i>	\$'000	3 731	2 821	1 209	536	832	307	192	182	9 810
<i>Low SES school communities</i>	\$'000	125 161	52 063	51 209	17 563	35 777	15 677	728	13 094	311 272
Stronger Futures in the Northern Territory										
<i>Quality teaching</i>	\$'000	–	–	–	–	–	–	–	12 550	12 550
<i>Additional teachers</i>	\$'000	–	–	–	–	–	–	–	23 450	23 450
<i>Expansion of school enrolment and attendance measure</i>	\$'000	–	–	–	–	–	–	–	1 769	1 769
Total recurrent	\$'000	1 481 350	1 010 582	914 923	446 128	341 737	123 429	62 890	114 039	4 495 078
Capital expenditure (e)										
National Partnership payments										
Digital education revolution (e)	\$'000	40 246	29 562	27 171	12 731	9 364	3 394	2 189	1 344	126 001
Trade Training centres in schools	\$'000	31 844	25 171	24 967	23 266	11 635	3 896	7 551	1 683	130 013
Total capital	\$'000	72 090	54 733	52 138	35 997	20 999	7 290	9 740	3 027	256 014
Total recurrent and capital	\$'000	1 553 440	1 065 315	967 061	482 125	362 736	130 719	72 630	117 066	4 751 092
Non-government schools										
Recurrent expenditure										

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2012-13 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
National Schools SPP (c)	\$'000	2 483 088	2 042 866	1 632 174	804 949	631 600	160 888	142 459	82 335	7 980 359
National Partnership payments										
More support for students with disabilities	\$'000	6 038	4 257	3 187	1 915	1 012	280	280	96	17 065
Rewards for great teachers	\$'000	538	1 780	325	183	132	34	34	20	3 046
Improving literacy and numeracy	\$'000	10 656	7 773	7 884	4 507	3 220	801	581	756	36 178
Smarter Schools National Partnership (d)										
<i>Improving teacher quality</i>	\$'000	1 965	1 729	2 394	1 326	471	122	128	55	8 190
<i>Low SES school communities</i>	\$'000	18 702	14 685	4 149	5 899	2 962	1 328	–	3 911	51 636
Total recurrent	\$'000	2 520 987	2 073 090	1 650 113	818 779	639 397	163 453	143 482	87 173	8 096 474
Capital expenditure (e)										
National Partnership payments										
Digital Education Revolution (e)	\$'000	23 195	17 967	15 324	8 150	5 720	1 448	1 614	580	73 998
Trade Training Centres in Schools	\$'000	16 784	14 461	11 651	2 330	4 068	1 017	1 546	30	51 887
Total capital	\$'000	39 979	32 428	26 975	10 480	9 788	2 465	3 160	610	125 885
Total recurrent and capital	\$'000	2 560 966	2 105 518	1 677 088	829 259	649 185	165 918	146 642	87 783	8 222 359
All schools										
Total recurrent (f)	\$'000	4 002 337	3 083 672	2 565 036	1 264 907	981 134	286 882	206 372	201 212	12 591 552
Total recurrent and capital	\$'000	4 114 406	3 170 833	2 644 149	1 311 384	1 011 921	296 637	219 272	204 849	12 973 451

(a) Includes payments provided under the following: *Schools Assistance Act 2008*: National Education Agreement; *Federal Financial Relations Act 2009*; *Annual Appropriations Act Bill No.2*; Partnership Arrangements Between the Commonwealth and State and Territory Governments. It is based on Australian Government Final Budget Outcomes with some additional information provided by States and Territories. Some additional Australian Government funding is provided through annual appropriations.

(b) For the purpose of the Report, Australian Government allocations to states and territories (also see tables 4A.7 and 4A.8) are regarded as being expended in the year of allocation.

TABLE 4A.9

Table 4A.9 **Australian Government specific purpose payments for schools, 2012-13 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	The National Schools specific purpose payment for government schools does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments, including those for the non-government sector, are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.									
(d)	The allocation of Smarter Schools National Partnership funding for 2012-13 has been provided by state and territory governments.									
(e)	Some National Partnership payments allocated as 'capital' may include a component of funding used for recurrent purposes. Funding for the National Partnership 'Digital Education Revolution' is regarded as 'recurrent' expenditure according to accounting standards employed by some states and territories but is regarded as 'capital' expenditure by the Australian Government due to the nature of the expenditure. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.									
(f)	Includes total recurrent expenditure on government and non-government schools. – Nil or rounded to zero.									

Source: Department of Education (unpublished); State and Territory governments (unpublished).

TABLE 4A.10

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2012-13 (a), (b), (c), (d), (e)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Australian, State and Territory government recurrent expenditure on government schools (\$'000)									
<i>Total employee related expenditure</i>	7 531 842	4 849 063	4 949 341	2 896 073	1 768 951	578 494	442 821	421 662	23 438 247
Total expenditure	11 581 590	7 590 474	7 849 007	4 713 674	2 704 663	925 807	758 301	729 287	36 852 802
In-school primary									
Teachers	3 387 689	2 111 782	2 190 064	1 327 515	771 279	246 793	176 413	180 189	10 391 723
Other staff (f)	626 137	403 382	645 963	408 940	215 345	62 358	42 341	44 949	2 449 415
<i>Total employee related expenditure</i>	4 013 826	2 515 164	2 836 027	1 736 455	986 624	309 151	218 754	225 138	12 841 139
Other operating expenses (g)	973 749	591 717	513 443	354 338	268 239	89 892	39 829	101 181	2 932 388
User cost of capital (h)	940 378	649 463	787 407	518 001	193 825	49 266	76 006	46 596	3 260 943
Depreciation	271 756	134 871	235 031	127 077	53 273	18 255	32 940	18 135	891 338
Total	6 199 709	3 891 215	4 371 908	2 735 871	1 501 962	466 564	367 530	391 051	19 925 809
In-school secondary									
Teachers	2 766 541	1 836 005	1 490 333	779 862	505 593	197 535	165 440	127 458	7 868 767
Other staff (f)	450 939	362 898	352 406	228 540	136 563	51 203	40 049	33 150	1 655 749
<i>Total employee related expenditure</i>	3 217 480	2 198 903	1 842 739	1 008 402	642 156	248 738	205 489	160 609	9 524 516
Other operating expenses (g)	831 628	594 393	427 645	292 810	206 723	113 598	36 227	76 833	2 579 858
User cost of capital (h)	726 169	476 525	465 169	390 888	98 709	47 057	71 897	28 390	2 304 802
Depreciation	245 047	132 028	184 889	78 459	38 696	19 706	31 159	11 441	741 425
Total	5 020 323	3 401 849	2 920 442	1 770 559	986 284	429 099	344 772	277 273	15 150 601
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f)	300 536	134 996	270 575	151 216	140 171	20 605	18 578	35 915	1 072 592
<i>Total employee related expenditure</i>	300 536	134 996	270 575	151 216	140 171	20 605	18 578	35 915	1 072 592
Other operating expenses (g)	45 831	133 069	278 906	52 934	70 105	6 941	23 479	25 036	636 301
User cost of capital (h)	10 564	8 921	2 814	2 370	5 211	1 301	2 751	–	33 932

TABLE 4A.10

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2012-13 (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Depreciation	4 626	20 424	4 362	724	930	1 297	1 192	13	33 567
Total	361 557	297 410	556 657	207 244	216 417	30 144	46 000	60 963	1 776 393

FTE = Full time equivalent

(a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.11.

(b) Expenditure on special schools is allocated to either primary or secondary schools.

(c) Expenditure specifically excludes: Australian Government payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(d) Expenditure specifically includes: Australian Government grants for education; expenditure by other state and territory government agencies on behalf of education departments; expenditure for Australian Government joint programs apportioned to government schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

(h) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions. See table 4A.19 for the overall UCC for 2012-13.

– Nil or rounded to zero.

Source: Education Council NSSC (unpublished).

TABLE 4A.11

Table 4A.11 **Comparability of government expenditure on government schools — items included, 2012-13**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (a), (b)</i>	<i>NT (a)</i>
Salaries	✓	✓	✓	✓	✓	✓	✓	✓
Superannuation	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Workers compensation	✓	✓	✓	✓	✓	✓	✓	✓
Payroll tax (c)	✓	✓	✓	✓ Imputed	✓	✓	✓ Imputed	✓
Basis of estimate	Accrual	Accrual	Accrual	..	Accrual	Accrual	..	Accrual
Termination and long service leave	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Sick leave	✓	✓	✓	✓	✓	✓	✓	✓
Depreciation	✓	✓	✓	✓	✓	✓	✓	✓
Rent	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Utilities	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Umbrella department costs	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Per FTE	Formula	Formula	Formula	Per student	Per FTE	Formula	Formula
Notional UCC (c)	✓	✓	✓	✓	✓	✓	✓	✓

✓ Included. x Excluded. FTE = full time equivalent.

(a) Umbrella department costs are apportioned according to: cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; cost drivers (mainly student numbers) in the NT.

(b) Education departments in WA and the ACT are exempt from payroll tax.

(c) Efficiency indicators in this chapter are adjusted for differences in payroll tax and notional UCC.

.. Not applicable.

Source: State and Territory governments (unpublished).

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2003-04	1 232	1 171	1 222	1 204	1 218	1 222	1 120	2 434	1 225
2004-05	1 231	1 205	1 250	1 145	1 244	1 270	1 154	1 729	1 227
2005-06	1 273	1 168	1 251	1 335	1 224	1 237	1 123	2 270	1 256
2006-07	1 286	1 185	1 231	1 274	1 279	1 232	1 159	2 368	1 259
2007-08	1 269	1 211	1 260	1 225	1 294	1 264	1 128	2 498	1 264
2008-09	1 692	1 672	1 587	1 656	1 748	1 715	1 717	2 907	1 682
2009-10	1 748	1 617	1 529	1 624	1 797	1 842	1 598	3 901	1 689
2010-11	1 814	1 654	1 653	1 660	1 868	1 918	1 651	3 924	1 757
2011-12	2 063	1 921	1 879	1 903	2 119	2 298	1 863	4 301	2 008
2012-13	1 970	1 836	1 811	1 786	2 046	2 162	1 747	3 873	1 915
State and territory government recurrent expenditure (including UCC) per FTE student									
2003-04	12 982	11 655	11 911	13 183	12 737	12 297	15 040	17 984	12 534
2004-05	13 050	11 492	12 431	14 607	12 834	12 418	14 969	18 237	12 777
2005-06	12 826	11 772	12 553	14 305	12 980	12 965	15 333	18 538	12 798
2006-07	12 861	11 710	13 066	15 637	12 924	13 010	15 520	18 054	13 029
2007-08	12 994	12 031	13 122	17 124	13 125	13 048	17 461	18 621	13 364
2008-09	13 074	12 116	13 149	17 247	12 536	13 049	17 700	19 432	13 400
2009-10	13 570	12 484	13 816	17 741	13 289	13 614	17 928	18 969	13 908
2010-11	13 096	12 225	13 676	17 433	14 216	13 705	18 856	19 530	13 724
2011-12	13 911	12 105	13 900	17 133	14 470	13 888	19 281	19 873	14 016
2012-13	13 435	11 952	13 727	17 089	14 145	14 053	19 318	20 896	13 788
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2003-04									
In-school primary	12 188	10 741	11 486	11 985	11 871	11 470	13 422	15 643	11 713

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary	15 843	14 364	14 362	16 082	15 093	14 257	17 136	21 497	15 203
Out-of-school	532	595	611	970	938	867	1 081	2 983	687
Total primary	12 721	11 336	12 096	12 955	12 809	12 337	14 503	18 626	12 400
Total secondary	16 376	14 959	14 972	17 052	16 030	15 125	18 217	24 479	15 890
Total	14 214	12 826	13 133	14 386	13 955	13 518	16 160	20 419	13 759
2004-05									
In-school primary	12 428	10 728	12 189	13 239	11 911	11 398	13 677	15 428	12 071
In-school secondary	15 673	14 229	14 651	17 734	15 183	14 398	16 816	20 807	15 308
Out-of-school	522	521	598	948	998	1 017	1 036	2 859	667
Total primary	12 950	11 249	12 787	14 188	12 909	12 415	14 713	18 287	12 738
Total secondary	16 194	14 750	15 249	18 683	16 181	15 415	17 852	23 665	15 975
Total	14 281	12 696	13 681	15 752	14 079	13 689	16 123	19 966	14 004
2005-06									
In-school primary	12 211	10 958	12 261	13 355	12 167	11 887	13 629	16 083	12 124
In-school secondary	15 496	14 162	14 500	17 165	15 021	14 846	17 868	22 380	15 185
Out-of-school	533	648	723	954	1 012	1 049	911	2 757	725
Total primary	12 744	11 606	12 984	14 310	13 179	12 936	14 540	18 840	12 850
Total secondary	16 029	14 810	15 223	18 119	16 033	15 895	18 780	25 137	15 911
Total	14 098	12 940	13 804	15 640	14 203	14 201	16 457	20 808	14 054
2006-07									
In-school primary	12 302	10 921	12 696	14 668	12 399	12 105	14 675	16 388	12 428
In-school secondary	15 535	13 929	14 811	18 504	14 761	14 764	17 388	22 512	15 288
Out-of-school	505	715	836	905	951	991	772	2 155	735
Total primary	12 807	11 635	13 531	15 573	13 350	13 096	15 447	18 543	13 162
Total secondary	16 040	14 644	15 647	19 409	15 712	15 755	18 160	24 667	16 023

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total	14 147	12 895	14 297	16 911	14 203	14 242	16 679	20 422	14 289
2007-08									
In-school primary	12 410	11 143	12 682	15 637	12 434	12 384	16 460	16 943	12 657
In-school secondary	15 684	14 495	15 253	20 777	15 083	14 826	19 249	23 198	15 838
Out-of-school	493	692	783	924	1 023	868	860	2 076	719
Total primary	12 903	11 835	13 465	16 561	13 457	13 252	17 320	19 019	13 376
Total secondary	16 177	15 187	16 035	21 701	16 106	15 695	20 109	25 274	16 557
Total	14 263	13 243	14 382	18 349	14 420	14 312	18 590	21 119	14 628
2008-09									
In-school primary	12 907	11 690	13 066	15 676	12 352	12 828	16 950	18 039	13 051
In-school secondary	16 140	14 978	15 407	22 231	14 750	15 634	20 093	23 674	16 305
Out-of-school	515	717	829	942	1 050	712	1 044	2 231	747
Total primary	13 423	12 406	13 896	16 618	13 403	13 540	17 994	20 269	13 798
Total secondary	16 656	15 694	16 237	23 173	15 800	16 346	21 137	25 904	17 052
Total	14 766	13 788	14 736	18 903	14 284	14 764	19 417	22 339	15 082
2009-10									
In-school primary	13 601	11 967	13 551	15 973	13 240	13 807	16 945	18 818	13 581
In-school secondary	16 416	15 319	16 182	22 995	15 227	16 185	20 047	23 189	16 718
Out-of-school	545	725	846	1 052	1 104	599	1 182	2 458	779
Total primary	14 145	12 692	14 397	17 025	14 344	14 406	18 127	21 277	14 360
Total secondary	16 961	16 044	17 028	24 047	16 331	16 784	21 229	25 647	17 496
Total	15 318	14 101	15 344	19 365	15 086	15 456	19 527	22 870	15 596
2010-11									
In-school primary	13 451	11 785	13 390	16 079	14 469	13 871	18 014	19 384	13 592
In-school secondary	15 859	15 096	16 406	22 374	15 814	16 494	20 686	24 096	16 508

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 dollars) (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Out-of-school	456	709	858	1 029	1 111	582	1 284	2 354	747
Total primary	13 907	12 494	14 248	17 108	15 580	14 453	19 299	21 738	14 339
Total secondary	16 315	15 806	17 264	23 402	16 926	17 077	21 970	26 449	17 255
Total	14 910	13 879	15 328	19 092	16 085	15 623	20 498	23 454	15 482
2011-12									
In-school primary	14 353	11 954	13 508	15 826	14 735	14 456	18 189	20 312	13 957
In-school secondary	17 021	15 276	17 063	23 083	16 390	17 044	21 946	25 321	17 241
Out-of-school	517	697	1 010	949	1 239	572	1 283	2 046	794
Total primary	14 870	12 651	14 518	16 775	15 974	15 028	19 472	22 358	14 751
Total secondary	17 539	15 975	18 072	24 033	17 629	17 616	23 229	27 367	18 035
Total	15 974	14 025	15 778	19 036	16 588	16 186	21 136	24 175	16 024
2012-13									
In-school primary	13 943	11 928	13 341	15 848	14 229	14 654	18 123	20 777	13 763
In-school secondary	16 346	15 166	16 459	22 966	16 039	16 989	21 934	26 104	16 852
Out-of-school	481	540	1 102	830	1 296	528	1 278	2 071	757
Total primary	14 424	12 468	14 443	16 678	15 525	15 182	19 401	22 847	14 520
Total secondary	16 827	15 706	17 561	23 796	17 335	17 517	23 212	28 175	17 608
Total	15 405	13 787	15 538	18 875	16 191	16 215	21 065	24 769	15 703

(a) This table integrates information from tables 4A.6 and 4A.7 and other Education Council NSSC financial data.

(b) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details

Source: Tables 4A.6-7; Education Council NSSC financial collection (unpublished).

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2003-04	896	852	888	875	886	888	815	1 770	890
2004-05	941	920	955	875	951	970	882	1 321	937
2005-06	1 018	934	1 001	1 068	979	989	898	1 816	1 004
2006-07	1 069	985	1 023	1 059	1 062	1 024	963	1 968	1 047
2007-08	1 096	1 047	1 089	1 058	1 118	1 092	975	2 158	1 092
2008-09	1 519	1 502	1 425	1 487	1 570	1 540	1 542	2 610	1 510
2009-10	1 612	1 491	1 409	1 497	1 657	1 698	1 474	3 597	1 557
2010-11	1 758	1 603	1 601	1 608	1 810	1 859	1 599	3 802	1 703
2011-12	2 030	1 890	1 848	1 872	2 085	2 261	1 833	4 232	1 976
2012-13	1 970	1 836	1 811	1 786	2 046	2 162	1 747	3 873	1 915
State and territory government recurrent expenditure (including UCC) per FTE student									
2003-04	9 438	8 473	8 659	9 584	9 260	8 940	10 934	13 075	9 112
2004-05	9 970	8 780	9 497	11 160	9 805	9 488	11 437	13 933	9 761
2005-06	10 260	9 418	10 042	11 444	10 384	10 372	12 267	14 831	10 239
2006-07	10 688	9 731	10 858	12 994	10 740	10 811	12 897	15 003	10 827
2007-08	11 227	10 395	11 337	14 795	11 340	11 273	15 087	16 089	11 546
2008-09	11 740	10 880	11 808	15 488	11 258	11 718	15 895	17 450	12 034
2009-10	12 511	11 510	12 738	16 357	12 252	12 552	16 530	17 490	12 823
2010-11	12 690	11 846	13 252	16 892	13 775	13 280	18 271	18 925	13 299
2011-12	13 688	11 911	13 677	16 859	14 238	13 666	18 972	19 555	13 792
2012-13	13 435	11 952	13 727	17 089	14 145	14 053	19 318	20 896	13 788
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2003-04									
In-school primary	8 860	7 809	8 350	8 713	8 630	8 338	9 758	11 372	8 515

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary	11 518	10 442	10 441	11 692	10 972	10 365	12 458	15 628	11 053
Out-of-school	387	433	444	705	682	631	786	2 169	500
Total primary	9 248	8 241	8 794	9 418	9 312	8 969	10 544	13 541	9 015
Total secondary	11 905	10 875	10 885	12 397	11 654	10 996	13 244	17 796	11 552
Total	10 334	9 324	9 548	10 459	10 146	9 828	11 748	14 844	10 003
2004-05									
In-school primary	9 495	8 196	9 312	10 115	9 100	8 708	10 449	11 787	9 222
In-school secondary	11 974	10 871	11 193	13 549	11 600	11 000	12 847	15 896	11 695
Out-of-school	398	398	457	725	763	777	792	2 184	510
Total primary	9 894	8 594	9 769	10 840	9 863	9 485	11 240	13 972	9 732
Total secondary	12 372	11 269	11 650	14 274	12 362	11 777	13 639	18 080	12 205
Total	10 911	9 700	10 452	12 034	10 756	10 458	12 318	15 254	10 699
2005-06									
In-school primary	9 769	8 767	9 809	10 684	9 734	9 510	10 903	12 866	9 699
In-school secondary	12 397	11 329	11 600	13 732	12 017	11 877	14 295	17 904	12 148
Out-of-school	426	518	578	763	810	839	729	2 206	580
Total primary	10 195	9 285	10 387	11 448	10 543	10 349	11 632	15 072	10 280
Total secondary	12 823	11 848	12 178	14 495	12 827	12 716	15 024	20 109	12 729
Total	11 279	10 352	11 043	12 512	11 363	11 361	13 165	16 647	11 243
2006-07									
In-school primary	10 223	9 075	10 550	12 189	10 304	10 059	12 195	13 618	10 327
In-school secondary	12 909	11 575	12 308	15 377	12 266	12 269	14 450	18 707	12 704
Out-of-school	420	594	695	752	790	823	641	1 791	611
Total primary	10 643	9 669	11 245	12 941	11 094	10 882	12 836	15 409	10 938
Total secondary	13 329	12 169	13 003	16 129	13 056	13 092	15 091	20 499	13 315

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total	11 756	10 716	11 881	14 053	11 802	11 835	13 860	16 971	11 874
2007-08									
In-school primary	10 722	9 627	10 957	13 510	10 743	10 700	14 221	14 639	10 936
In-school secondary	13 551	12 524	13 178	17 951	13 032	12 810	16 631	20 043	13 684
Out-of-school	426	598	676	799	884	750	743	1 794	622
Total primary	11 148	10 225	11 633	14 309	11 627	11 450	14 964	16 432	11 557
Total secondary	13 977	13 122	13 855	18 749	13 916	13 560	17 374	21 837	14 306
Total	12 324	11 442	12 426	15 853	12 458	12 366	16 061	18 247	12 639
2008-09									
In-school primary	11 591	10 497	11 734	14 077	11 093	11 520	15 221	16 199	11 720
In-school secondary	14 494	13 450	13 836	19 963	13 246	14 040	18 044	21 259	14 642
Out-of-school	463	644	745	846	943	639	937	2 003	671
Total primary	12 054	11 141	12 478	14 923	12 035	12 159	16 158	18 202	12 391
Total secondary	14 957	14 094	14 581	20 809	14 189	14 679	18 981	23 262	15 312
Total	13 260	12 382	13 233	16 975	12 827	13 258	17 437	20 060	13 544
2009-10									
In-school primary	12 540	11 034	12 494	14 727	12 207	12 730	15 623	17 351	12 522
In-school secondary	15 136	14 124	14 919	21 201	14 040	14 922	18 484	21 380	15 414
Out-of-school	502	668	780	970	1 018	553	1 089	2 266	718
Total primary	13 042	11 702	13 274	15 697	13 225	13 283	16 713	19 617	13 240
Total secondary	15 638	14 793	15 699	22 171	15 057	15 475	19 573	23 646	16 132
Total	14 123	13 001	14 148	17 854	13 909	14 251	18 003	21 087	14 380
2010-11									
In-school primary	13 034	11 420	12 975	15 581	14 020	13 441	17 456	18 783	13 171
In-school secondary	15 367	14 628	15 897	21 680	15 324	15 983	20 045	23 349	15 996

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Out-of-school	442	687	831	997	1 077	564	1 244	2 281	724
Total primary	13 476	12 107	13 806	16 578	15 097	14 005	18 700	21 064	13 895
Total secondary	15 810	15 316	16 729	22 677	16 401	16 548	21 289	25 630	16 720
Total	14 448	13 449	14 853	18 500	15 586	15 139	19 863	22 727	15 002
2011-12									
In-school primary	14 123	11 763	13 292	15 573	14 499	14 225	17 898	19 987	13 734
In-school secondary	16 749	15 032	16 790	22 714	16 128	16 771	21 595	24 916	16 965
Out-of-school	509	686	994	934	1 219	563	1 262	2 013	781
Total primary	14 632	12 449	14 286	16 507	15 718	14 788	19 160	22 000	14 515
Total secondary	17 258	15 719	17 783	23 648	17 347	17 334	22 857	26 929	17 746
Total	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768
2012-13									
In-school primary	13 943	11 928	13 341	15 848	14 229	14 654	18 123	20 777	13 763
In-school secondary	16 346	15 166	16 459	22 966	16 039	16 989	21 934	26 104	16 852
Out-of-school	481	540	1 102	830	1 296	528	1 278	2 071	757
Total primary	14 424	12 468	14 443	16 678	15 525	15 182	19 401	22 847	14 520
Total secondary	16 827	15 706	17 561	23 796	17 335	17 517	23 212	28 175	17 608
Total	15 405	13 787	15 538	18 875	16 191	16 215	21 065	24 769	15 703

(a) This table integrates information from tables 4A.6 and 4A.8 and other Education Council NSSC financial data.

Source: Tables 4A.6 and 4A.8; Education Council NSSC (unpublished).

TABLE 4A.14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2012-13**
(\$ per FTE student) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian, State and Territory government recurrent expenditure on government schools (\$'000)									
<i>Total employee related expenditure</i>	10 019	8 808	9 798	11 597	10 590	10 132	12 301	14 321	9 987
Total expenditure	15 405	13 787	15 538	18 875	16 191	16 215	21 065	24 769	15 703
In-school primary									
Teachers (f)	7 619	6 473	6 683	7 690	7 307	7 751	8 699	9 574	7 178
Other staff (f), (g)	1 408	1 236	1 971	2 369	2 040	1 959	2 088	2 388	1 692
<i>Total employee related expenditure</i>	9 027	7 710	8 654	10 059	9 347	9 710	10 787	11 962	8 870
Other operating expenses (h)	2 190	1 814	1 567	2 053	2 541	2 823	1 964	5 376	2 026
User cost of capital (i)	2 115	1 991	2 403	3 001	1 836	1 547	3 748	2 476	2 252
Depreciation	611	413	717	736	505	573	1 624	964	616
Total	13 943	11 928	13 341	15 848	14 229	14 654	18 123	20 777	13 763
In-school secondary									
Teachers	9 008	8 185	8 399	10 116	8 222	7 821	10 525	12 000	8 752
Other staff (f), (g)	1 468	1 618	1 986	2 964	2 221	2 027	2 548	3 121	1 842
<i>Total employee related expenditure</i>	10 476	9 803	10 386	13 080	10 443	9 848	13 073	15 121	10 594
Other operating expenses (h)	2 708	2 650	2 410	3 798	3 362	4 498	2 305	7 234	2 869
User cost of capital (i)	2 364	2 124	2 622	5 070	1 605	1 863	4 574	2 673	2 564
Depreciation	798	589	1 042	1 018	629	780	1 982	1 077	825
Total	16 346	15 166	16 459	22 966	16 039	16 989	21 934	26 104	16 852
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f), (g)	400	245	536	606	839	361	516	1 220	457
<i>Total employee related expenditure</i>	400	245	536	606	839	361	516	1 220	457
Other operating expenses (h)	61	242	552	212	420	122	652	850	271
User cost of capital (i)	14	16	6	9	31	23	76	–	14

TABLE 4A.14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2012-13 (\$ per FTE student) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Depreciation	6	37	9	3	6	23	33	–	14
Total	481	540	1 102	830	1 296	528	1 278	2 071	757

FTE = Full time equivalent

- (a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.21.
- (b) Expenditure on special schools is allocated to either primary or secondary schools.
- (c) Expenditure specifically excludes: Australian Government payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.
- (d) Expenditure specifically includes: Australian Government grants for education; expenditure by other state and territory government agencies on behalf of education departments; expenditure for Australian Government joint programs apportioned to government schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.
- (e) Australian, State and Territory government recurrent expenditure on government schools (table 4A.10), divided by two year average FTE student population (see table 4A.6).
- (f) Differences may exist between the methods of allocation for expenditure on teaching and other staff and the staff number counts.
- (g) Includes redundancy payments.
- (h) Includes grants and subsidies.
- (i) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions. See table 4A.19 for the overall UCC for 2012-13.
- Nil or rounded to zero.

Source: Education Council NSSC (unpublished); table 4A.6, table 4A.10.

TABLE 4A.15

Table 4A.15 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2012-13 dollars) (\$ per FTE student) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2003-04	5 507	5 474	5 754	5 561	5 472	5 565	5 200	7 574	5 555
2004-05	5 734	5 680	6 091	5 663	5 951	5 914	4 980	6 288	5 784
2005-06	5 493	5 581	6 062	5 634	5 701	5 869	5 037	7 367	5 661
2006-07	5 580	5 521	5 862	5 472	5 776	5 777	5 112	5 661	5 616
2007-08	5 453	5 510	5 594	5 461	5 684	5 817	4 935	6 350	5 517
2008-09	5 416	5 308	5 542	5 581	5 639	5 753	4 783	7 834	5 460
2009-10	5 808	5 890	5 949	5 845	6 020	6 341	5 200	8 399	5 896
2010-11	5 979	5 993	6 161	5 928	6 353	6 505	5 345	8 316	6 058
2011-12	6 253	6 356	6 449	6 223	6 801	6 835	5 616	8 275	6 372
2012-13	6 386	6 379	6 542	6 268	6 776	6 869	5 364	8 086	6 434
State and territory government recurrent expenditure per FTE student									
2003-04	2 318	1 443	2 692	2 492	1 652	2 146	1 997	4 434	2 124
2004-05	2 395	1 455	2 665	2 440	1 614	2 168	1 990	4 333	2 142
2005-06	2 364	1 434	3 079	2 392	1 595	2 085	2 025	4 564	2 197
2006-07	2 387	1 477	2 479	2 443	1 683	2 157	1 936	6 201	2 135
2007-08	2 409	1 531	2 385	2 534	1 710	2 171	1 990	3 439	2 131
2008-09	2 369	1 715	2 404	2 567	1 681	2 189	1 950	3 456	2 171
2009-10	2 338	1 666	2 373	2 695	1 703	2 206	2 029	3 490	2 160
2010-11	2 308	1 785	2 559	3 133	1 755	2 336	1 889	6 542	2 294
2011-12	2 358	1 847	2 468	3 304	1 788	2 334	1 903	4 945	2 315
2012-13	2 369	1 943	2 528	3 412	1 804	2 325	1 987	5 861	2 378
Australian, State and Territory government recurrent expenditure per FTE student									
2003-04	7 826	6 917	8 446	8 053	7 124	7 711	7 198	12 008	7 679
2004-05	8 129	7 135	8 756	8 103	7 565	8 083	6 970	10 621	7 926

TABLE 4A.15

Table 4A.15 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2012-13 dollars) (\$ per FTE student) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005-06	7 857	7 015	9 142	8 026	7 296	7 954	7 062	11 932	7 858
2006-07	7 967	6 998	8 342	7 915	7 459	7 934	7 047	11 862	7 751
2007-08	7 862	7 041	7 979	7 995	7 394	7 988	6 925	9 789	7 648
2008-09	7 784	7 023	7 946	8 148	7 320	7 942	6 733	11 290	7 631
2009-10	8 146	7 556	8 322	8 540	7 723	8 547	7 229	11 889	8 056
2010-11	8 287	7 778	8 720	9 061	8 108	8 841	7 234	14 858	8 352
2011-12	8 611	8 203	8 917	9 527	8 589	9 168	7 519	13 220	8 686
2012-13	8 754	8 322	9 070	9 680	8 580	9 194	7 352	13 947	8 812

(a) This table integrates information from tables 4A.6 and 4A.7 (Australian, State and Territory government recurrent expenditure on non-government schools, divided by two year average FTE student population).

(b) See table 4A.7 for explanations on the derivation of the overall expenditure on which these figures are based.

(c) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details

Source: Tables 4A.6-7.

TABLE 4A.16

Table 4A.16 **Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2003-04	4 004	3 980	4 183	4 043	3 978	4 046	3 781	5 506	4 038
2004-05	4 381	4 340	4 653	4 327	4 547	4 519	3 805	4 804	4 419
2005-06	4 395	4 465	4 850	4 507	4 561	4 695	4 030	5 894	4 529
2006-07	4 637	4 588	4 872	4 547	4 800	4 800	4 248	4 704	4 667
2007-08	4 712	4 761	4 833	4 718	4 911	5 026	4 264	5 486	4 767
2008-09	4 863	4 767	4 977	5 012	5 063	5 166	4 296	7 035	4 903
2009-10	5 355	5 430	5 485	5 389	5 551	5 846	4 794	7 744	5 436
2010-11	5 794	5 808	5 970	5 744	6 156	6 303	5 179	8 058	5 871
2011-12	6 153	6 254	6 346	6 124	6 692	6 725	5 526	8 142	6 270
2012-13	6 386	6 379	6 542	6 268	6 776	6 869	5 364	8 086	6 434
State and territory government recurrent expenditure per FTE student									
2003-04	1 686	1 049	1 957	1 812	1 201	1 560	1 452	3 224	1 544
2004-05	1 829	1 112	2 036	1 864	1 233	1 657	1 520	3 310	1 636
2005-06	1 891	1 147	2 463	1 914	1 276	1 668	1 620	3 651	1 757
2006-07	1 984	1 227	2 060	2 030	1 398	1 793	1 609	5 153	1 774
2007-08	2 081	1 323	2 061	2 190	1 478	1 876	1 720	2 972	1 841
2008-09	2 127	1 540	2 159	2 305	1 510	1 966	1 751	3 104	1 949
2009-10	2 156	1 536	2 188	2 485	1 570	2 034	1 871	3 218	1 992
2010-11	2 236	1 730	2 480	3 036	1 701	2 264	1 830	6 339	2 222
2011-12	2 320	1 817	2 428	3 251	1 759	2 296	1 873	4 866	2 278
2012-13	2 369	1 943	2 528	3 412	1 804	2 325	1 987	5 861	2 378
Australian, State and Territory government recurrent expenditure per FTE student									
2003-04	5 689	5 029	6 140	5 854	5 179	5 606	5 233	8 730	5 583
2004-05	6 210	5 451	6 689	6 191	5 780	6 175	5 325	8 114	6 055

Table 4A.16 **Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005-06	6 285	5 612	7 313	6 421	5 837	6 363	5 650	9 545	6 286
2006-07	6 621	5 815	6 932	6 577	6 199	6 593	5 856	9 857	6 441
2007-08	6 793	6 084	6 894	6 908	6 388	6 902	5 984	8 458	6 608
2008-09	6 990	6 307	7 136	7 317	6 573	7 132	6 046	10 139	6 852
2009-10	7 510	6 967	7 673	7 874	7 121	7 880	6 665	10 962	7 428
2010-11	8 030	7 537	8 450	8 780	7 856	8 567	7 009	14 397	8 093
2011-12	8 473	8 072	8 774	9 375	8 451	9 021	7 398	13 008	8 547
2012-13	8 754	8 322	9 070	9 680	8 580	9 194	7 352	13 947	8 812

(a) This table integrates information from tables 4A.6 and 4A.8 (Australian, State and Territory government recurrent expenditure on non-government schools, divided by two year average FTE student population).

(b) See table 4A.8 for explanations on the derivation of the overall expenditure on which these figures are based.

Source: Tables 4A.6 and 4A.8.

TABLE 4A.17

Table 4A.17 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2012-13 dollars) (\$ per FTE student) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2003-04	2 622	2 663	2 558	2 570	2 603	2 332	2 739	3 619	2 619
2004-05	2 715	2 765	2 701	2 591	2 811	2 478	2 701	2 791	2 714
2005-06	2 675	2 720	2 719	2 736	2 741	2 468	2 726	3 474	2 710
2006-07	2 720	2 725	2 669	2 663	2 822	2 473	2 797	3 161	2 713
2007-08	2 675	2 755	2 632	2 650	2 822	2 539	2 734	3 451	2 701
2008-09	2 948	2 990	2 861	2 997	3 122	2 862	3 024	4 168	2 971
2009-10	3 119	3 175	2 972	3 083	3 301	3 129	3 138	5 070	3 134
2010-11	3 226	3 249	3 143	3 147	3 475	3 238	3 239	5 067	3 246
2011-12	3 494	3 561	3 398	3 404	3 805	3 612	3 474	5 341	3 527
2012-13	3 491	3 522	3 387	3 326	3 753	3 546	3 289	5 002	3 493
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
2003-04	9 516	8 115	9 193	9 830	9 128	9 703	9 866	14 860	9 182
2004-05	9 540	7 993	9 503	10 712	9 100	9 753	9 720	14 999	9 307
2005-06	9 350	8 137	9 663	10 424	9 122	10 073	9 883	15 238	9 297
2006-07	9 363	8 075	9 780	11 273	9 067	10 046	9 889	15 199	9 394
2007-08	9 438	8 260	9 723	12 214	9 153	10 003	10 937	14 862	9 570
2008-09	9 462	8 348	9 687	12 232	8 703	9 963	10 987	15 344	9 568
2009-10	9 778	8 538	10 078	12 541	9 162	10 349	11 129	14 946	9 871
2010-11	9 440	8 387	10 002	12 449	9 753	10 434	11 560	16 150	9 769
2011-12	9 964	8 310	10 099	12 328	9 903	10 540	11 823	15 967	9 945
2012-13	9 625	8 237	9 997	12 392	9 690	10 603	11 930	16 866	9 805
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2003-04	12 137	10 778	11 751	12 400	11 731	12 034	12 605	18 479	11 801
2004-05	12 254	10 758	12 204	13 303	11 911	12 231	12 421	17 790	12 020

TABLE 4A.17

Table 4A.17 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2012-13 dollars) (\$ per FTE student) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005-06	12 025	10 857	12 381	13 160	11 863	12 541	12 609	18 712	12 008
2006-07	12 083	10 800	12 449	13 935	11 889	12 519	12 686	18 360	12 107
2007-08	12 113	11 015	12 355	14 864	11 975	12 542	13 670	18 314	12 271
2008-09	12 410	11 337	12 548	15 229	11 825	12 826	14 011	19 512	12 539
2009-10	12 896	11 714	13 051	15 624	12 463	13 479	14 267	20 016	13 006
2010-11	12 666	11 636	13 145	15 596	13 227	13 672	14 799	21 217	13 015
2011-12	13 458	11 871	13 497	15 732	13 708	14 153	15 296	21 308	13 471
2012-13	13 115	11 759	13 384	15 717	13 444	14 149	15 219	21 869	13 298

- (a) This table integrates information from tables 4A.6 and 4A.7 (Australian, State and Territory government recurrent expenditure on all schools, divided by two year average FTE student population).
- (b) See table 4A.7 for explanations on the derivation of the overall expenditure on which these figures are based.
- (c) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.
- (d) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details

Source: Tables 4A.6-7.

TABLE 4A.18

Table 4A.18 **Nominal Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2003-04	1 906	1 936	1 860	1 869	1 893	1 695	1 991	2 631	1 904
2004-05	2 074	2 112	2 064	1 980	2 147	1 893	2 064	2 132	2 073
2005-06	2 140	2 176	2 175	2 188	2 193	1 974	2 181	2 779	2 168
2006-07	2 260	2 265	2 218	2 213	2 345	2 055	2 325	2 627	2 255
2007-08	2 311	2 381	2 274	2 290	2 438	2 194	2 362	2 982	2 333
2008-09	2 648	2 685	2 569	2 691	2 803	2 571	2 716	3 742	2 668
2009-10	2 876	2 928	2 741	2 842	3 044	2 885	2 894	4 675	2 890
2010-11	3 126	3 149	3 045	3 049	3 367	3 138	3 139	4 910	3 145
2011-12	3 438	3 504	3 344	3 349	3 744	3 555	3 418	5 255	3 470
2012-13	3 491	3 522	3 387	3 326	3 753	3 546	3 289	5 002	3 493
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
2003-04	6 918	5 900	6 683	7 146	6 636	7 054	7 173	10 803	6 675
2004-05	7 288	6 107	7 261	8 184	6 953	7 452	7 426	11 459	7 110
2005-06	7 480	6 510	7 730	8 339	7 298	8 058	7 906	12 190	7 438
2006-07	7 781	6 710	8 127	9 368	7 535	8 348	8 218	12 630	7 806
2007-08	8 154	7 137	8 400	10 553	7 908	8 642	9 449	12 841	8 269
2008-09	8 497	7 496	8 699	10 984	7 815	8 947	9 867	13 779	8 592
2009-10	9 015	7 872	9 292	11 563	8 447	9 542	10 261	13 780	9 101
2010-11	9 148	8 127	9 692	12 063	9 450	10 110	11 202	15 649	9 466
2011-12	9 805	8 177	9 938	12 131	9 745	10 372	11 633	15 712	9 786
2012-13	9 625	8 237	9 997	12 392	9 690	10 603	11 930	16 866	9 805
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2003-04	8 824	7 836	8 543	9 015	8 528	8 749	9 164	13 434	8 580
2004-05	9 362	8 219	9 324	10 164	9 100	9 345	9 490	13 591	9 184

Table 4A.18 **Nominal Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005-06	9 620	8 685	9 905	10 528	9 490	10 033	10 087	14 970	9 606
2006-07	10 041	8 975	10 345	11 580	9 880	10 404	10 542	15 257	10 061
2007-08	10 465	9 517	10 674	12 843	10 346	10 836	11 811	15 823	10 602
2008-09	11 144	10 181	11 268	13 676	10 619	11 518	12 582	17 522	11 260
2009-10	11 891	10 800	12 033	14 405	11 491	12 428	13 155	18 455	11 991
2010-11	12 273	11 276	12 737	15 113	12 817	13 248	14 340	20 559	12 611
2011-12	13 243	11 681	13 281	15 480	13 489	13 926	15 051	20 967	13 256
2012-13	13 115	11 759	13 384	15 717	13 444	14 149	15 219	21 869	13 298

(a) This table integrates information from tables 4A.6 and 4A.8 (Australian, State and Territory government recurrent expenditure on all schools, divided by two year average FTE student population).

(b) See table 4A.8 for explanations on the derivation of the overall expenditure on which these figures are based.

(c) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.

Source: Tables 4A.6 and 4A.8.

TABLE 4A.19

Table 4A.19 Value of capital stock, government schools (\$'000) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003-04									
Total assets (gross)	20 197 873	9 229 204	10 096 745	4 290 915	3 372 888	1 193 599	604 594	792 301	49 778 119
Less accumulated depreciation	7 437 330	671 570	2 687 991	472 800	1 673 628	472 829	66 737	227 763	13 710 648
Total assets (WDV) (d)	12 732 601	8 557 634	7 408 754	3 818 115	1 699 260	720 770	537 857	564 538	36 039 529
Land (e)	5 604 592	4 002 093	2 333 550	842 133	639 810	50 085	74 653	37 403	13 584 319
Buildings, equipment and other (e)	7 128 009	3 996 139	5 075 204	2 975 982	1 059 450	670 685	463 204	527 135	21 895 808
User cost of capital (f)	1 018 608	684 611	592 700	305 449	135 941	57 662	43 029	45 163	2 883 163
Annual depreciation (g)	184 566	198 868	123 360	79 234	49 609	14 791	23 052	15 046	688 526
2004-05									
Total assets (gross)	20 534 941	9 737 163	13 625 606	5 828 465	3 825 957	698 503	657 074	798 841	55 706 550
Less accumulated depreciation	7 635 155	717 716	3 645 870	335 979	1 913 137	33 559	91 407	243 793	14 616 616
Total assets (WDV) (d)	12 815 019	9 019 447	9 979 736	5 492 486	1 912 820	664 944	565 667	555 048	41 089 934
Land (e)	5 618 412	4 109 432	3 854 131	1 521 311	728 200	250 919	87 196	37 945	16 207 546
Buildings, equipment and other (e)	7 196 607	4 910 016	6 125 605	3 971 175	1 184 620	414 025	478 471	517 104	24 797 623
User cost of capital (f)	1 025 202	721 556	798 379	439 399	153 026	53 196	45 253	44 404	3 287 195
Annual depreciation (g)	195 562	224 573	142 794	148 780	52 257	21 382	23 274	15 075	823 697
2005-06									
Total assets (gross)	20 910 383	10 000 921	14 834 810	5 916 945	3 902 806	745 444	622 927	808 215	57 742 451
Less accumulated depreciation	7 859 892	843 279	4 318 421	516 377	1 946 759	36 416	101 956	259 518	15 882 618
Total assets (WDV) (d)	12 968 563	9 157 642	10 516 389	5 400 568	1 956 047	709 028	520 971	548 697	41 777 905
Land (e)	5 638 663	4 486 507	3 313 866	1 795 036	790 415	270 828	42 209	37 802	16 375 326
Buildings, equipment and other (e)	7 411 828	4 671 135	7 202 523	3 605 532	1 165 631	438 200	478 762	510 895	25 484 506
User cost of capital (f)	1 037 485	732 611	841 311	432 045	156 484	56 722	41 678	43 896	3 342 232
Annual depreciation (g)	225 128	239 677	178 575	125 898	53 485	22 752	23 290	15 289	884 094
2006-07									
Total assets (gross)	23 382 641	9 952 233	17 135 301	7 973 294	4 357 660	788 459	829 511	679 183	65 098 282

TABLE 4A.19

Table 4A.19 Value of capital stock, government schools (\$'000) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Less accumulated depreciation	9 754 145	697 292	4 887 635	140 555	2 257 789	38 716	264 729	122 570	18 163 431
Total assets (WDV) (d)	13 521 923	9 254 941	12 247 666	7 832 739	2 099 871	749 743	564 782	556 613	46 828 278
Land (e)	5 873 581	4 544 916	4 101 746	2 600 728	860 788	286 252	37 877	39 394	18 345 282
Buildings, equipment and other (e)	7 648 342	4 710 025	8 145 920	5 232 011	1 239 083	463 491	526 905	517 219	28 482 996
User cost of capital (f)	1 081 754	740 395	979 813	626 619	167 990	59 979	45 183	44 529	3 746 262
Annual depreciation (g)	244 062	211 716	217 934	153 544	53 655	24 347	16 188	22 153	943 599
2007-08									
Total assets (gross)	23 825 535	11 960 166	18 689 863	9 773 851	5 234 925	826 452	1 322 466	878 305	72 511 563
Less accumulated depreciation	10 051 402	487 974	5 258 311	96 363	2 740 412	42 018	24 382	281 197	18 982 059
Total assets (WDV) (d)	13 650 408	11 472 192	13 431 552	9 677 488	2 494 512	784 434	1 298 084	597 109	53 405 779
Land (e)	5 877 390	6 414 062	4 585 737	3 514 038	1 019 580	307 367	212 881	37 976	21 969 031
Buildings, equipment and other (e)	7 896 743	5 058 130	8 845 815	6 163 450	1 474 932	477 067	1 085 203	559 132	31 560 472
User cost of capital (f)	1 092 033	917 775	1 074 524	774 199	199 561	62 755	103 847	47 769	4 272 462
Annual depreciation (g)	308 781	216 848	240 595	157 556	57 017	26 437	26 235	17 550	1 051 019
2008-09									
Total assets (gross)	24 382 008	12 111 127	20 405 842	10 093 805	5 350 775	850 992	1 406 503	918 971	75 520 023
Less accumulated depreciation	10 354 718	619 943	5 577 998	84 899	2 802 770	44 038	60 900	299 819	19 845 085
Total assets (WDV) (d)	13 983 006	11 491 184	14 827 844	10 008 906	2 548 004	806 954	1 345 603	619 152	55 630 653
Land (e)	5 894 785	6 463 717	5 240 822	3 406 317	1 079 328	294 150	212 881	37 221	22 629 221
Buildings, equipment and other (e)	8 132 504	5 027 467	9 587 023	6 602 589	1 468 677	512 804	1 132 722	581 931	33 045 717
User cost of capital (f)	1 118 640	919 295	1 186 228	800 712	203 840	64 556	107 648	49 532	4 450 452
Annual depreciation (g)	320 568	215 114	256 600	177 354	63 932	28 540	38 172	19 257	1 119 536
2009-10									
Total assets (gross)	26 870 137	13 344 855	20 917 284	9 833 402	5 590 445	1 006 285	1 506 320	1 010 311	80 079 038
Less accumulated depreciation	10 653 404	782 053	5 329 754	90 599	2 837 376	24 833	101 030	334 565	20 153 614
Total assets (WDV) (d)	16 015 392	12 562 802	15 587 530	9 742 803	2 753 069	981 452	1 405 289	675 746	59 724 083

TABLE 4A.19

Table 4A.19 Value of capital stock, government schools (\$'000) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Land (e)	5 812 149	6 468 135	5 069 574	3 232 704	1 161 762	289 813	212 881	40 741	22 287 759
Buildings, equipment and other (e)	10 404 585	6 094 667	10 517 956	6 510 099	1 591 307	691 639	1 192 408	635 005	37 637 666
User cost of capital (f)	1 281 231	1 005 024	1 247 002	779 424	220 246	78 516	112 423	54 060	4 777 927
Annual depreciation (g)	322 780	209 576	329 634	195 666	64 636	24 833	41 511	20 960	1 209 596
2010-11									
Total assets (gross)	28 798 595	14 853 235	20 195 241	10 806 899	6 944 780	1 060 180	1 828 636	1 401 535	85 757 620
Less accumulated depreciation	10 339 693	937 456	5 174 225	98 979	3 298 593	23 568	36 470	585 241	20 494 226
Total assets (WDV) (d)	18 239 556	13 915 779	14 889 535	10 707 920	3 646 187	1 036 612	1 792 166	816 294	65 044 048
Land (e)	5 899 944	6 483 924	4 472 019	3 414 952	1 231 132	327 743	247 874	62 374	22 139 962
Buildings, equipment and other (e)	12 339 612	7 431 855	10 417 516	7 292 968	2 415 054	708 869	1 544 292	753 920	42 904 086
User cost of capital (f)	1 459 164	1 113 262	1 191 163	856 634	291 695	82 929	143 373	65 304	5 203 524
Annual depreciation (g)	374 003	220 786	359 075	185 463	75 525	23 568	44 493	24 188	1 307 100
2011-12									
Total assets (gross)	36 565 820	14 791 803	21 259 878	11 100 557	7 020 903	1 357 588	1 908 632	1 558 427	95 563 608
Less accumulated depreciation	13 638 891	1 144 628	5 452 555	113 046	3 307 367	76 328	90 146	606 636	24 429 597
Total assets (WDV) (d)	22 628 666	13 647 175	15 615 953	10 987 511	3 713 536	1 281 260	1 818 486	951 791	70 644 378
Land (e)	6 848 530	6 527 427	4 950 784	3 214 690	1 212 858	315 997	247 694	61 501	23 379 481
Buildings, equipment and other (e)	15 780 136	7 119 747	10 665 169	7 772 821	2 500 679	965 263	1 570 792	890 289	47 264 896
User cost of capital (f)	1 810 293	1 091 774	1 249 276	879 001	297 083	102 501	145 479	76 143	5 651 550
Annual depreciation (g)	410 307	256 251	409 708	219 333	94 052	36 902	54 304	28 010	1 508 866
2012-13									
Total assets (gross)	34 142 828	14 790 898	21 860 034	11 532 214	7 056 479	1 335 889	2 029 188	1 569 677	94 317 208
Less accumulated depreciation	12 860 447	604 540	5 961 871	141 475	3 334 661	115 586	146 016	632 356	23 796 951
Total assets (WDV) (d)	20 963 884	14 186 358	15 692 369	11 390 739	3 721 818	1 220 303	1 883 172	937 321	69 995 966
Land (e)	6 881 491	7 148 760	4 642 120	3 169 878	1 221 004	320 594	264 258	71 366	23 719 471
Buildings, equipment and other (e)	14 082 393	7 037 598	11 050 249	8 220 861	2 500 815	899 709	1 618 914	865 955	46 276 494

Table 4A.19 **Value of capital stock, government schools (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
User cost of capital (f)	1 677 111	1 134 909	1 255 390	911 259	297 745	97 624	150 654	74 986	5 599 677
Annual depreciation (g)	521 429	287 323	424 282	206 260	92 898	39 258	65 292	29 576	1 666 318

- (a) Table 4A.21 contains information on the treatment of assets.
- (b) The value of capital stock is consistent with the written down value treatment of capital assets from 2000.
- (c) In Victoria, heritage and cultural components are not considered as valuations are on the basis of replacement value. The annual depreciation charge consists of depreciation on buildings and leasehold improvements, plant and equipment.
- (d) The written down value (WDV) of capital assets = gross value of capital assets less accumulated depreciation (less Public Private Leaseholds for NSW and Queensland only). The WDV of capital assets may be affected by the revaluation schedule and most recent year of revaluation (see table 4A.21).
- (e) The value of land, plus the value of buildings, equipment and other = the total WDV of assets (plus Public Private Leaseholds for NSW since 2003-04 and Queensland since 2011-12 only)
- (f) A notional user cost of capital based on 8 per cent of total WDV of capital assets as at 30 June (see footnote (d)) is applied to data for all jurisdictions.
- (g) Depreciation costs align with Education Council treatment.

Source: Education Council NSSC (unpublished); State and Territory governments (unpublished).

TABLE 4A.20

Table 4A.20 **Notional UCC per FTE student, government schools (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>User cost of capital per FTE student, (\$ per FTE student)</i>									
2003-04	1 361	1 274	1 321	1 324	799	924	1 186	1 567	1 274
2004-05	1 379	1 341	1 768	1 911	909	859	1 269	1 537	1 456
2005-06	1 400	1 362	1 850	1 877	936	925	1 182	1 514	1 481
2006-07	1 463	1 378	2 090	2 718	1 007	993	1 296	1 530	1 652
2007-08	1 481	1 710	2 232	3 354	1 201	1 055	3 024	1 632	1 878
2008-09	1 519	1 710	2 449	3 441	1 232	1 096	3 149	1 710	1 953
2009-10	1 733	1 865	2 558	3 328	1 329	1 340	3 267	1 873	2 089
2010-11	1 962	2 061	2 431	3 633	1 759	1 418	4 149	2 242	2 265
2011-12	2 424	2 008	2 518	3 643	1 788	1 765	4 143	2 598	2 439
2012-13	2 231	2 061	2 485	3 649	1 782	1 710	4 185	2 547	2 386

(a) This table integrates information from tables 4A.6 and 4A.19.

(b) A notional user cost of capital is based on 8 per cent of total WDV of capital assets as at 30 June (see table 4A.19) and is applied to data for all jurisdictions.

(c) The data in this table may be affected by the revaluation schedule of assets and the most recent year of revaluation (table 4A.21).

Source: Tables 4A.6 and 4A.19.

TABLE 4A.21

Table 4A.21 Treatment of assets by school education agencies (a), (b), (c), (d)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>
Depreciation method		Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line
Revaluation method	Land	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value
	Buildings	Fair value	Fair value	Fair value	Fair value	Depreciated replacement cost	Fair value	Fair value	Fair value
	Other assets	Fair value	Fair value	Fair value/ historic cost	Cost	Depreciated Replacement Cost; Historical Cost less Accumulated Depreciation for Leasehold Improvements, IT, FF&E.	Historic cost	Cost	Historic cost
Frequency of revaluations	Land, buildings	5 years	5 years	5 years	Annual	Land annual/ buildings 3 years	5 years	3 years	5 years
	Other assets	Not revalued	5 years	na	As required	3 years	na	..	na
Year of most recent revaluation (e)		2013	2012-13	2009-10	2011-12	Land 30 June 2013; Buildings and paved areas 30 June 2011; Swimming Pools and Buses 30	30 June 2010	2010-11	2010-11
Useful asset lives	Buildings (f)	50-80 years, longer in some cases	60 years	32-80 years	16-40 years	10-170 years	5-80 years	50 years	50 years
	Specialist equipment	3-30 years	na	5-20 years	8-12 years	na	na	5-20 years	na

TABLE 4A.21

Table 4A.21 Treatment of assets by school education agencies (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>	
IT equipment	3-15 years	3-10 years	5 years	4 years	3-20 years	3-10 years	3-8 years	3-6 years	
Other vehicles	5-15 years	na	5-10 years	5-10 years	12-20 years	3-10 years	6 years	5 years	
Office equipment (g)	3-30 years	3-10 years	5-10 years	8-10 years	3-20 years	3-30 years	5-10 years	4-10 years	
Other equipment (h)	3-30 years	3-10 years	5-10 years	5 years	3-20 years	3-30 years	na	na	
Threshold									
capitalisation	Buildings	5 000	5 000	10 000	5 000	5 000	150 000	2 000	10 000
levels (\$)	IT equipment	5 000	5 000	5 000	5 000	5 000	10 000	2 000	10 000
	Other assets (i)	5 000	5 000	5 000	5 000	5 000	10 000	2 000	10 000

(a) Market value (MV) is the current (net) value market selling price or exchange value; deprival value may be either the depreciated replacement cost of an asset of a similar service potential or the stream of its future economic benefits. DRC = the depreciated replacement cost; CV = the current value.

(b) Estimated as 1/depreciation rate.

(c) Asset lives for some assets have been grouped with other classifications.

(d) Tasmania takes into account consideration of current and maximum enrolments that can be accommodated and discounts the valuation by a factor based on this.

(e) Queensland has a rolling revaluation process. One quarter of asset were revalued in 2009-10. NT assets are revalued on a rolling basis, therefore, not all assets were revalued in this year.

(f) In Victoria, the asset life for relocatable and other improvements on buildings is 40 years.

(g) For some jurisdictions, office equipment includes furniture and fittings.

(h) For some jurisdictions, other equipment includes information technology.

(i) NSW has a threshold level of \$50,000 for intangible software. Tasmania has a threshold level of \$150,000 for intangible assets.

na Not available. .. Not applicable.

Source: State and Territory governments (unpublished).

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, 2013 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Teaching staff (b)									
Primary schools	15.5	15.3	15.8	15.8	14.9	14.6	13.1	12.1	15.4
Secondary schools	12.3	12.2	12.6	12.0	13.2	13.2	11.9	11.0	12.4
All schools	14.0	13.9	14.5	14.4	14.2	14.0	12.6	11.7	14.1
Non-teaching school staff (c), (d)									
Primary schools	45.6	42.7	34.7	24.7	33.2	32.1	41.2	21.8	36.8
Secondary schools	44.3	32.6	33.3	22.5	31.3	29.6	34.0	25.2	34.2
All schools	45.1	38.0	34.2	24.0	32.5	31.0	37.7	22.9	35.8
All school staff (e)									
Primary schools	11.5	11.3	10.8	9.7	10.3	10.1	9.9	7.9	10.9
Secondary schools	9.6	8.9	9.1	7.9	9.3	9.1	8.8	7.7	9.1
All schools	10.7	10.2	10.2	9.0	9.9	9.6	9.4	7.7	10.1
Non-government schools									
Teaching staff (b)									
Primary schools	16.4	14.6	17.4	16.9	15.8	15.9	16.9	15.5	16.1
Secondary schools	11.8	11.1	12.2	10.7	11.6	11.5	12.6	10.9	11.5
All schools	13.7	12.6	14.7	13.6	13.7	13.3	14.4	12.7	13.6
Non-teaching school staff (c), (d)									
Primary schools	46.3	42.4	31.6	27.8	37.6	30.2	58.5	20.6	37.6
Secondary schools	32.2	25.5	22.4	23.0	26.6	24.1	30.5	16.3	26.4
All schools	38.0	31.7	26.8	25.5	32.0	26.7	40.0	18.2	31.2
All school staff (e)									
Primary schools	12.1	10.9	11.2	10.5	11.1	10.4	13.1	8.9	11.3
Secondary schools	8.6	7.7	7.9	7.3	8.1	7.8	8.9	6.5	8.0
All schools	10.1	9.0	9.5	8.9	9.6	8.9	10.6	7.5	9.5
All schools									
Teaching staff (b)									
Primary schools	15.7	15.1	16.2	16.1	15.2	14.9	14.4	12.7	15.6
Secondary schools	12.1	11.7	12.4	11.5	12.5	12.6	12.2	11.0	12.0
All schools	13.9	13.4	14.5	14.1	14.0	13.8	13.3	12.0	13.9
Non-teaching school staff (c), (d)									
Primary schools	45.8	42.6	33.7	25.6	34.5	31.6	46.7	21.6	37.0
Secondary schools	38.6	29.1	28.1	22.7	29.3	27.5	32.3	21.2	30.6
All schools	42.3	35.4	31.3	24.5	32.3	29.6	38.7	21.4	34.0
All school staff (e)									
Primary schools	11.7	11.1	11.0	9.9	10.6	10.1	11.0	8.0	11.0
Secondary schools	9.2	8.3	8.6	7.6	8.7	8.6	8.9	7.2	8.6
All schools	10.5	9.7	9.9	9.0	9.8	9.4	9.9	7.7	9.9

FTE= Full time equivalent.

(a) FTE students and FTE staff.

Table 4A.22 **Students-to-staff ratios, 2013 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum). In the Northern Territory, Assistant Teachers in Homeland Learning Centres and community schools are included as teaching staff.									
(c) Non-teaching staff generally perform their duties in one or more schools/Australian educational establishments as specialist support staff; administrative and clerical staff (including teacher aides and assistants) mainly performing general administrative and clerical duties; and building operations, general maintenance and other staff (including staff providing associated technical services and janitorial staff).									
(d) The ratio of 'FTE students to FTE non-teaching in school staff' needs to be interpreted with care because it can be affected by: <ul style="list-style-type: none"> • the amount of administrative work undertaken by staff nominally classified as teachers (such as principals, assistant principals and senior teachers) • the proportion of administrative work undertaken outside the school (because administrative tasks such as personnel management are centralised in some jurisdictions but undertaken at the school level in others) • the extent to which technology is applied to teaching, learning and school administration • the extent to which there are support staff in the classroom setting and whether these staff are classified as teaching or non-teaching • the degree to which schools contract out services. 									
(e) School staff include all teaching staff and those non-teaching staff who spend more than half their time actively engaged in one or more schools (excluding cleaners and emergency and casual relief staff).									

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0.

TABLE 4A.23

Table 4A.23 **Students-to-staff ratios, teaching staff, all students (a), (b)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools										
Government schools										
	2004	17.0	16.2	15.4	16.2	16.2	15.9	14.2	13.5	16.2
	2005	16.7	16.1	15.5	16.3	16.1	15.9	13.8	13.6	16.1
	2006	16.2	15.9	15.5	16.2	15.7	15.8	13.8	13.3	15.8
	2007	16.2	15.7	15.5	15.3	15.6	15.6	13.6	13.7	15.7
	2008	15.9	15.7	15.5	15.3	15.4	15.5	13.6	12.2	15.6
	2009	15.9	15.7	15.4	15.2	15.4	14.8	13.9	12.1	15.5
	2010	15.7	15.6	15.4	15.4	15.3	14.3	13.5	12.2	15.4
	2011	15.5	15.4	15.3	15.6	14.9	14.3	13.7	11.8	15.3
	2012	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2
	2013	15.5	15.3	15.8	15.8	14.9	14.6	13.1	12.1	15.4
Non-government schools										
	2004	17.2	16.4	16.6	17.0	17.2	17.2	17.9	18.1	16.9
	2005	17.1	16.0	16.3	16.8	16.6	16.8	17.5	16.7	16.6
	2006	16.9	15.7	15.9	17.0	16.4	17.0	17.5	17.4	16.4
	2007	16.8	15.2	17.4	17.1	16.5	16.6	17.3	17.0	16.5
	2008	16.8	15.0	17.4	17.0	16.2	16.5	17.3	15.5	16.4
	2009	16.8	15.1	17.7	16.8	16.4	16.0	17.0	15.5	16.5
	2010	16.7	15.0	17.5	17.4	16.3	16.3	17.1	15.8	16.5
	2011	16.6	14.9	17.5	17.1	16.1	16.1	17.3	15.5	16.4
	2012	16.5	14.8	17.4	17.1	15.9	15.6	17.0	15.7	16.2
	2013	16.4	14.6	17.4	16.9	15.8	15.9	16.9	15.5	16.1
All schools										
	2004	17.1	16.3	15.7	16.4	16.5	16.2	15.4	14.2	16.4
	2005	16.8	16.1	15.7	16.4	16.3	16.1	15.0	14.2	16.2
	2006	16.4	15.8	15.6	16.4	15.9	16.1	15.0	14.0	16.0
	2007	16.4	15.6	16.0	15.8	15.9	15.8	14.8	14.3	15.9
	2008	16.2	15.5	16.0	15.8	15.7	15.8	14.9	12.8	15.8
	2009	16.1	15.5	16.0	15.7	15.7	15.1	15.0	12.8	15.8
	2010	16.0	15.4	16.0	16.0	15.6	14.7	14.8	12.8	15.7
	2011	15.9	15.2	15.9	16.0	15.3	14.7	15.0	12.4	15.6
	2012	15.8	14.9	16.0	16.2	15.2	14.8	14.9	12.2	15.5
	2013	15.7	15.1	16.2	16.1	15.2	14.9	14.4	12.7	15.6
Secondary schools										
Government schools										
	2004	12.5	12.1	13.0	11.7	12.5	13.2	11.8	11.0	12.4
	2005	12.4	12.0	13.0	12.0	12.5	13.2	11.8	11.6	12.4
	2006	12.4	11.9	13.0	12.5	12.5	13.2	11.9	11.2	12.4
	2007	12.5	11.8	12.9	11.7	12.7	13.1	12.2	10.9	12.3
	2008	12.4	11.8	12.8	11.7	12.6	13.0	12.1	12.9	12.3

TABLE 4A.23

Table 4A.23 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009	12.4	11.9	12.7	11.7	12.9	12.9	11.6	10.6	12.3
2010	12.5	11.8	12.6	11.2	13.0	13.1	11.5	11.0	12.3
2011	12.5	11.7	12.5	11.4	13.4	13.0	11.8	10.5	12.2
2012	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3
2013	12.3	12.2	12.6	12.0	13.2	13.2	11.9	11.0	12.4
Non-government schools									
2004	11.9	11.7	12.5	12.4	12.1	12.4	12.8	9.8	12.0
2005	11.8	11.6	12.5	12.2	12.0	12.3	13.0	10.3	11.9
2006	11.7	11.5	12.5	12.0	11.8	12.2	12.8	10.5	11.8
2007	11.7	11.3	12.2	12.0	11.7	12.1	12.8	10.6	11.7
2008	11.6	11.2	12.2	11.8	11.7	11.9	12.9	11.2	11.6
2009	11.8	11.2	12.2	11.7	11.7	11.9	13.0	10.5	11.7
2010	11.9	11.3	12.4	11.0	11.7	11.9	13.2	10.5	11.7
2011	11.8	11.1	12.2	10.9	11.7	11.5	12.7	10.5	11.6
2012	11.8	11.1	12.2	10.8	11.7	11.6	12.5	10.3	11.5
2013	11.8	11.1	12.2	10.7	11.6	11.5	12.6	10.9	11.5
All schools									
2004	12.3	12.0	12.8	12.0	12.3	12.9	12.2	10.6	12.3
2005	12.2	11.9	12.8	12.1	12.3	13.0	12.3	11.2	12.2
2006	12.1	11.7	12.8	12.3	12.2	12.8	12.3	11.0	12.2
2007	12.2	11.6	12.7	11.8	12.3	12.8	12.5	10.8	12.1
2008	12.1	11.6	12.6	11.7	12.2	12.7	12.4	12.3	12.0
2009	12.2	11.6	12.5	11.7	12.4	12.6	12.2	10.5	12.0
2010	12.3	11.6	12.5	11.1	12.5	12.7	12.2	10.9	12.0
2011	12.2	11.5	12.4	11.2	12.7	12.5	12.2	10.5	12.0
2012	12.2	11.5	12.4	11.3	12.6	12.6	12.1	10.3	12.0
2013	12.1	11.7	12.4	11.5	12.5	12.6	12.2	11.0	12.0
All schools									
Government schools									
2004	14.8	14.2	14.4	14.3	14.6	14.6	13.0	12.6	14.5
2005	14.6	14.1	14.5	14.5	14.6	14.7	12.9	12.9	14.4
2006	14.4	13.9	14.4	14.7	14.3	14.6	12.8	12.5	14.3
2007	14.4	13.8	14.5	13.8	14.4	14.4	13.0	12.7	14.2
2008	14.3	13.8	14.4	13.8	14.3	14.3	12.9	12.4	14.1
2009	14.2	13.8	14.3	13.8	14.4	13.9	12.7	11.5	14.0
2010	14.2	13.8	14.3	13.8	14.4	13.7	12.5	11.7	14.0
2011	14.1	13.6	14.2	14.0	14.3	13.7	12.8	11.3	13.9
2012	14.1	13.5	14.2	14.3	14.2	13.9	12.9	11.0	13.9
2013	14.0	13.9	14.5	14.4	14.2	14.0	12.6	11.7	14.1
Non-government schools									
2004	14.1	13.6	14.3	14.5	14.6	14.3	14.9	13.4	14.1

TABLE 4A.23

Table 4A.23 **Students-to-staff ratios, teaching staff, all students (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005	14.0	13.4	14.2	14.3	14.3	14.2	14.8	13.3	13.9
2006	13.8	13.2	14.0	14.2	14.1	14.1	14.7	13.7	13.8
2007	13.8	12.9	14.6	14.2	14.1	13.9	14.7	13.6	13.8
2008	13.7	12.7	14.6	14.0	13.9	13.8	14.7	13.0	13.7
2009	13.8	12.8	14.7	13.9	14.0	13.6	14.7	12.5	13.7
2010	13.9	12.8	14.8	13.8	13.9	13.7	14.9	12.6	13.7
2011	13.8	12.7	14.7	13.8	13.8	13.3	14.6	12.5	13.6
2012	13.7	12.6	14.6	13.7	13.8	13.2	14.4	12.4	13.6
2013	13.7	12.6	14.7	13.6	13.7	13.3	14.4	12.7	13.6
All schools									
2004	14.6	14.0	14.4	14.3	14.6	14.5	13.7	12.8	14.3
2005	14.4	13.9	14.4	14.4	14.5	14.5	13.6	13.0	14.2
2006	14.2	13.7	14.3	14.5	14.2	14.4	13.6	12.8	14.1
2007	14.2	13.4	14.5	14.0	14.3	14.3	13.6	12.9	14.0
2008	14.1	13.4	14.5	13.9	14.2	14.2	13.6	12.6	13.9
2009	14.1	13.4	14.4	13.8	14.2	13.8	13.5	11.8	13.9
2010	14.1	13.4	14.4	13.8	14.2	13.7	13.4	11.9	13.9
2011	14.0	13.3	14.4	13.9	14.1	13.6	13.5	11.6	13.8
2012	14.0	13.2	14.4	14.1	14.1	13.7	13.5	11.4	13.8
2013	13.9	13.4	14.5	14.1	14.0	13.8	13.3	12.0	13.9

(a) Full time equivalent students and full time equivalent staff.

(b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum). In the Northern Territory, Assistant Teachers in Homeland Learning Centres and community schools are included as teaching staff.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0.

TABLE 4A.24

Table 4A.24 **Distribution of school sizes — government schools, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools, by size									
1–35	16.4	13.6	19.8	9.1	10.9	3.1	1.8	30.2	14.8
36–100	14.1	13.8	17.1	10.3	18.2	19.8	9.1	4.8	14.5
101–200	13.7	18.2	9.7	13.0	15.5	21.4	14.5	11.1	14.2
201–400	29.7	28.5	17.3	37.9	33.7	48.1	50.9	41.3	29.1
401–600	16.4	18.3	15.3	20.5	15.5	7.6	23.6	12.7	16.8
601+	9.7	7.5	20.9	9.3	6.3	–	–	–	10.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–100	–	1.7	–	2.1	–	–	–	–	0.6
101–300	8.1	10.9	12.1	11.3	9.1	18.4	5.6	26.7	10.4
301–600	23.2	25.5	22.0	33.0	34.8	36.8	33.3	33.3	26.0
601–800	22.4	9.6	12.6	19.6	16.7	21.1	33.3	20.0	17.2
801–1000	21.1	17.6	17.0	16.5	21.2	18.4	22.2	6.7	18.8
1001+	25.1	34.7	36.3	17.5	18.2	5.3	5.6	13.3	26.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (d)									
1–100	18.2	5.1	25.6	36.7	29.3	12.0	–	62.0	27.9
101–300	48.5	27.8	32.2	32.2	32.0	60.0	–	31.0	34.3
301–600	25.8	27.8	20.0	15.6	17.3	24.0	33.3	7.0	19.4
601–800	1.5	11.5	3.3	6.7	6.8	4.0	11.1	–	5.1
801–1000	1.5	6.3	2.2	4.4	1.3	–	11.1	–	2.8
1001+	4.5	21.5	16.7	4.4	13.3	–	44.4	–	10.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling.

(d) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source: ABS (unpublished) *Schools Australia 2013*.

TABLE 4A.25

Table 4A.25 **Distribution of school sizes — non-government schools, 2013**
(per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools, by size									
1–35	7.2	5.0	3.0	5.4	1.0	–	4.0	–	5.0
36–100	14.5	12.6	13.9	22.8	11.0	10.7	–	18.2	14.2
101–200	22.3	22.3	16.1	24.2	26.0	53.6	28.0	27.3	22.5
201–400	34.6	43.8	29.6	26.2	42.0	35.7	44.0	54.5	36.5
401–600	16.2	13.5	24.8	17.4	16.0	–	16.0	–	16.4
601+	5.3	2.8	12.6	4.0	4.0	–	8.0	–	5.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–100	4.1	4.1	6.8	28.6	5.3	–	–	22.2	5.6
101–300	7.6	7.2	15.1	14.3	21.1	–	–	44.4	10.6
301–600	19.3	16.5	27.4	28.6	31.6	20.0	–	22.2	20.8
601–800	17.9	11.3	27.4	–	21.1	20.0	–	11.1	17.5
801–1000	27.6	21.6	15.1	28.6	15.8	40.0	–	–	21.9
1001+	23.4	39.2	8.2	–	5.3	20.0	100.0	–	23.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (d)									
1–100	8.4	4.5	3.8	16.7	1.4	19.4	7.7	29.4	8.3
101–300	13.4	9.7	13.9	10.6	8.2	25.8	7.7	29.4	12.6
301–600	24.4	25.3	16.5	18.2	17.8	19.4	7.7	17.6	20.8
601–800	16.9	13.8	6.9	7.5	24.6	9.6	15.4	5.9	13.1
801–1000	13.0	13.6	15.2	12.9	15.1	16.1	–	5.9	13.5
1001+	23.9	33.1	43.7	34.1	32.9	9.7	61.5	11.8	31.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling.

(d) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source: ABS (unpublished) *Schools Australia 2013*.

Table 4A.26 **Distribution of school sizes — all schools, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools, by size									
1–35	14.2	11.3	16.4	8.3	8.8	2.5	2.5	25.7	12.5
36–100	14.2	13.5	16.4	13.1	16.7	18.2	6.3	6.8	14.4
101–200	15.7	19.3	11.0	15.5	17.7	27.0	18.8	13.5	16.1
201–400	30.8	32.7	19.7	35.3	35.5	45.9	48.8	43.2	30.8
401–600	16.4	17.0	17.2	19.8	15.6	6.3	21.3	10.8	16.7
601+	8.7	6.3	19.2	8.1	5.8	–	2.5	–	9.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–100	1.2	2.4	2.0	3.8	1.2	–	–	8.3	1.9
101–300	8.0	9.8	12.9	11.5	11.8	16.3	4.3	33.3	10.5
301–600	22.1	22.9	23.5	32.7	34.1	34.9	26.1	29.2	24.7
601–800	21.2	10.1	16.9	18.3	17.6	20.9	26.1	16.7	17.3
801–1000	22.9	18.8	16.5	17.3	20.0	20.9	17.4	4.2	19.6
1001+	24.7	36.0	28.2	16.3	15.3	7.0	26.1	8.3	26.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (d)									
1–100	10.5	4.7	11.7	24.8	15.5	16.1	4.5	55.7	15.8
101–300	21.1	15.9	20.6	19.4	20.3	41.1	4.5	30.7	20.9
301–600	24.7	26.2	17.7	17.1	17.6	21.4	18.2	9.1	20.3
601–800	13.5	12.8	5.6	7.1	15.5	7.1	13.8	1.1	10.0
801–1000	10.5	11.2	10.5	9.5	8.1	8.9	4.5	1.1	9.4
1001+	19.7	29.2	33.9	22.1	23.0	5.4	54.5	2.3	23.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling.

(d) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source: ABS (unpublished) *Schools Australia 2013*.

TABLE 4A.27

Table 4A.27 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2009 (August)									
Government schools									
Primary students	430 817	312 144	310 327	152 265	104 106	32 923	18 843	18 173	1 379 598
Secondary students	304 875	224 932	174 288	81 234	58 601	24 581	15 479	10 318	894 308
Total students	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Primary schools	1 634	1 180	929	510	421	139	55	62	4 930
Secondary schools	370	252	178	99	72	37	17	15	1 040
Combined schools	66	67	91	95	75	26	7	70	497
Special schools	111	76	47	67	20	5	4	5	335
Total schools	2 181	1 575	1 245	771	588	207	83	152	6 802
Non-government schools									
Primary students	187 932	146 258	128 204	64 362	51 830	11 234	12 388	5 056	607 264
Secondary students	187 315	160 735	105 169	57 993	38 891	12 169	13 089	4 942	580 303
Total students	375 247	306 993	233 373	122 355	90 721	23 403	25 477	9 998	1 187 567
Primary schools	499	427	232	154	106	29	26	11	1 484
Secondary schools	155	105	72	23	22	7	5	10	399
Combined schools	228	150	149	112	68	30	12	15	764
Special schools	34	22	12	7	3	1	1	–	80
Total schools	916	704	465	296	199	67	44	36	2 727
All schools									
Primary students	618 749	458 402	438 531	216 627	155 936	44 157	31 231	23 229	1 986 862
Secondary students	492 190	385 667	279 457	139 227	97 492	36 750	28 568	15 260	1 474 611
Total students	1 110 939	844 069	717 988	355 854	253 428	80 907	59 799	38 489	3 461 473
Primary schools	2 133	1 607	1 161	664	527	168	81	73	6 414
Secondary schools	525	357	250	122	94	44	22	25	1 439
Combined schools	294	217	240	207	143	56	19	85	1 261

TABLE 4A.27

Table 4A.27 Full time student enrolments and schools (number) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Special schools	145	98	59	74	23	6	5	5	415
Total schools	3 097	2 279	1 710	1 067	787	274	127	188	9 529
2013 (August)									
Government schools									
Primary students	448 759	330 272	330 001	175 826	106 165	31 801	20 540	18 837	1 462 201
Secondary students	305 235	223 170	176 943	77 557	60 379	23 956	15 741	10 533	893 514
Total students	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
Primary schools	1 618	1 130	920	517	368	131	55	63	4 802
Secondary schools	370	239	182	97	66	38	18	15	1 025
Combined schools	66	79	90	90	75	25	9	71	505
Special schools	110	78	46	64	18	4	4	5	329
Total schools	2 164	1 526	1 238	768	527	198	86	154	6 661
Non-government schools									
Primary students	198 361	159 510	142 023	75 127	54 266	11 768	13 391	5 389	659 835
Secondary students	200 196	168 198	112 444	56 585	40 338	12 107	13 537	5 650	609 055
Total students	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
Primary schools	489	422	230	149	100	28	25	11	1 454
Secondary schools	145	97	73	7	19	5	5	9	360
Combined schools	238	154	158	132	73	31	13	17	816
Special schools	45	20	20	11	3	1	1	1	102
Total schools	917	693	481	299	195	65	44	38	2 732
All schools									
Primary students	647 120	489 782	472 024	250 953	160 431	43 569	33 931	24 226	2 122 036
Secondary students	505 431	391 368	289 387	134 142	100 717	36 063	29 278	16 183	1 502 569
Total students	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
Primary schools	2 107	1 552	1 150	666	468	159	80	74	6 256

TABLE 4A.27

Table 4A.27 **Full time student enrolments and schools (number) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary schools	515	336	255	104	85	43	23	24	1 385
Combined schools	304	233	248	222	148	56	22	88	1 321
Special schools	155	98	66	75	21	5	5	6	431
Total schools	3 081	2 219	1 719	1 067	722	263	130	192	9 393

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra.

Table 4A.28 Change in number of schools and number of full time students, 2009–13 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009–13 overall change									
Schools									
Government schools	-0.8	-3.1	-0.6	-0.4	-10.4	-4.3	3.6	1.3	-2.1
Non-government schools	0.1	-1.6	3.4	1.0	-2.0	-3.0	–	5.6	0.2
All schools	-0.5	-2.6	0.5	–	-8.3	-4.0	2.4	2.1	-1.4
Students									
Government schools	2.5	3.0	4.6	8.5	2.4	-3.0	5.7	3.1	3.6
Non-government schools	6.2	6.7	9.0	7.6	4.3	2.0	5.7	10.4	6.8
All schools	3.7	4.4	6.0	8.2	3.0	-1.6	5.7	5.0	4.7
2009–13 average annual change									
Schools									
Government schools	-0.2	-0.8	-0.1	-0.1	-2.7	-1.1	0.9	0.3	-0.5
Non-government schools	–	-0.4	0.8	0.3	-0.5	-0.8	–	1.4	–
All schools	-0.1	-0.7	0.1	–	-2.1	-1.0	0.6	0.5	-0.4
Students									
Government schools	0.6	0.8	1.1	2.1	0.6	-0.8	1.4	0.8	0.9
Non-government schools	1.5	1.6	2.2	1.9	1.1	0.5	1.4	2.5	1.7
All schools	0.9	1.1	1.5	2.0	0.8	-0.4	1.4	1.2	1.2

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: Table 4A.23; ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra.

TABLE 4A.29

Table 4A.29 **Aboriginal and Torres Strait Islander full time students, 2013 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total Aboriginal and Torres Strait Islander students (b)										
Government schools	no.	49 174	10 379	45 197	20 651	9 419	4 918	1 200	13 127	154 065
Non-government schools	no.	8 554	1 740	8 571	3 918	1 215	1 002	370	3 201	28 571
All schools	no.	57 728	12 119	53 768	24 569	10 634	5 920	1 570	16 328	182 636
Total students										
Government schools	no.	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
Non-government schools	no.	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
All schools	no.	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
Aboriginal and Torres Strait Islander students as a proportion of all students										
Government schools	%	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Non-government schools	%	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
All schools	%	5.0	1.4	7.1	6.4	4.1	7.4	2.5	40.4	5.0

(a) Student numbers are full time students, not full time equivalent students.

(b) Students counted as Aboriginal and Torres Strait Islander are those who have identified as being of Aboriginal and Torres Strait Islander origin. It is possible that the number of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra.

Table 4A.30 Students from language backgrounds other than English as a proportion of all students (per cent) (a), (b), (c), (d), (e), (f), (g), (h)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Government schools								
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
2006	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
2011	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5
Non-government schools								
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
2006	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
2011	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8
All schools								
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
2006	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8
2011	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6

- (a) Number of LBOTE students and number of all students. Absolute numbers of LBOTE students are sourced from the Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection.
- (b) The number of students from a language background other than English in each state/territory in government schools, in non-government schools and in total, as a percentage of the total number of students in each state/territory in government schools, in non-government schools and in total. The data exclude students counted in the external territories.
- (c) 2011 data for this table are derived from the 2011 Census of Population and Housing based on responses to language background and birthplace variables. The table includes the following respondent groups: Language spoken at home (language other than English) by Birthplace (Main English speaking country, non-main English speaking country and unknown); Language spoken at home (Unknown) by Birthplace (Non-Main English speaking country); Language spoken at home (English only) by Birthplace (Non-Main English speaking country and main English speaking Country)
- (d) The Department of Education definition of students from a non-English speaking background is one used for allocating an element of Australian Government targeted program funds. It may not be the same as definitions adopted by individual jurisdictions. Further allocation of Commonwealth LBOTE funding will not be necessarily based on the 2011 data shown in this table.
- (e) This table excludes responses from students where the type of institution was not stated.
- (f) This table excludes students studying at other educational institutions (e.g. pre-schools, TAFE, university and other).
- (g) This table excludes responses from students where the type of institution was not stated.
- (h) This table includes Indigenous students whose main language spoken at home is not English.

Source: Department of Education (unpublished) based on the ABS (2001, 2006, 2011) *Census of Population and Housing*.

TABLE 4A.31

Table 4A.31 **Funded students with disability, 2013 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total students with disability (c)										
Government schools	no.	48 595	35 041	28 204	10 927	14 760	4 400	1 876	1 288	145 091
Non-government schools	no.	17 491	11 801	7 468	3 357	3 588	860	695	537	45 797
All schools	no.	66 086	46 842	35 672	14 284	18 348	5 260	2 570	1 825	190 887
Total students (d)										
Government schools	no.	753 994	553 442	506 944	253 383	166 544	55 757	36 281	29 370	2 355 715
Non-government schools	no.	398 557	327 708	254 467	131 712	94 604	23 875	26 928	11 039	1 268 890
All schools	no.	1 152 551	881 150	761 411	385 095	261 148	79 632	63 209	40 409	3 624 605
Students with disability as a proportion of all students										
Government schools	%	6.4	6.3	5.6	4.3	8.9	7.9	5.2	4.4	6.2
Non-government schools	%	4.4	3.6	2.9	2.5	3.8	3.6	2.6	4.9	3.6
All schools	%	5.7	5.3	4.7	3.7	7.0	6.6	4.1	4.5	5.3

- (a) To be an eligible student with disability, the student (among other things) must satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides. Data should be used with caution as these criteria vary across jurisdictions, for example, SA data include a large number of students in the communication and language impairment category. This subset of students is not counted by other States/Territories under funded students with disability. Other States/Territories fund these students with other specific programs.
- (b) Excludes Full Fee Paying Overseas students from both the government and non-government sectors as well students on Christmas and Cocos Islands.
- (c) Total students with disability is the number of full time equivalent students.
- (d) The ABS total student data refer to full time students.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

TABLE 4A.32

Table 4A.32 **Student body mix, government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	5.5	1.5	8.1	8.2	4.9	8.2	3.0	43.2	5.9
Students with disabilities (b)	5.8	5.9	4.7	3.6	9.3	5.4	5.1	14.9	5.7
Seniority profile (c)	11.0	12.0	12.4	12.6	12.5	11.1	16.5	9.7	11.9
Government students as % of all students (d)	66.2	63.6	67.5	65.6	64.2	71.1	57.4	74.0	65.7
2010									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	5.8	1.6	8.3	8.2	5.1	8.1	3.1	44.8	6.0
Students with disabilities (b)	6.2	6.1	4.9	3.8	9.3	5.4	5.3	10.2	5.9
Seniority profile (c)	11.3	12.3	12.8	12.7	13.3	12.0	16.5	9.7	12.2
Government students as % of all students (d)	66.2	63.3	67.0	65.3	64.0	70.9	57.2	73.9	65.5
2011									
LBOTE (a)	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5	20.4
Aboriginal and Torres Strait Islander students	6.1	1.7	8.5	8.2	5.3	8.2	3.2	45.1	6.2
Students with disabilities (b)	6.4	6.1	5.1	3.9	9.2	5.5	5.3	8.9	6.0
Seniority profile (c)	11.5	12.4	12.8	12.7	13.7	12.5	16.6	9.8	12.3
Government students as % of all students (d)	66.0	63.1	66.7	65.0	63.9	70.7	56.9	73.9	65.2
2012									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	6.3	1.8	8.7	8.2	5.4	8.4	3.3	44.5	6.4
Students with disabilities (b)	6.3	6.2	5.3	4.8	9.2	5.6	5.2	5.3	6.1
Seniority profile (c)	11.5	12.2	12.7	12.4	13.9	13.0	16.4	9.7	12.3
Government students as % of all students (d)	65.7	62.9	66.6	65.4	63.8	70.5	57.3	73.6	65.1
2013									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Students with disabilities (b)	6.4	6.3	5.6	4.3	8.9	7.9	5.2	4.4	6.2
Seniority profile (c)	11.5	12.1	12.6	9.9	13.9	12.5	15.9	9.5	11.9
Government students as % of all students (d)	65.4	62.8	66.6	65.8	63.8	70.0	57.4	72.7	65.0

(a) Refer to footnotes for table 4A.30. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.31.

Table 4A.32 **Student body mix, government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(c) Proportion of students in years 11 and 12.

(d) Proportion relates to full time students only and does not include the impact of part time enrolments.

na Not available.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

Table 4A.33 **Student body mix, non-government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	1.6	0.4	2.9	2.9	1.1	3.1	1.0	29.0	1.9
Students with disabilities (b)	3.6	2.9	2.2	2.2	3.2	2.0	1.7	3.2	2.9
Seniority profile (c)	14.4	16.1	16.8	16.8	16.5	13.7	14.0	8.9	15.7
Non-government students as % of all students	33.8	36.4	32.5	34.4	35.8	28.9	42.6	26.0	34.3
2010									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	1.7	0.4	3.1	2.9	1.1	3.4	1.1	28.7	2.0
Students with disabilities (b)	3.9	3.0	2.4	2.3	3.5	2.4	1.8	3.5	3.1
Seniority profile (c)	14.5	16.1	17.0	17.1	16.3	13.3	14.1	9.6	15.7
Non-government students as % of all students (d)	33.8	36.7	33.0	34.7	36.0	29.1	42.8	26.1	34.5
2011									
LBOTE (a)	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8	24.1
Aboriginal and Torres Strait Islander students	1.9	0.5	3.1	2.9	1.2	3.6	1.1	28.8	2.0
Students with disabilities (b)	4.1	3.3	2.5	2.5	3.6	2.8	2.0	3.9	3.3
Seniority profile (c)	14.6	16.0	17.0	16.9	16.6	13.5	14.2	9.7	15.8
Non-government students as % of all students (d)	34.0	36.9	33.3	35.0	36.1	29.3	43.1	26.1	34.8
2012									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	2.0	0.5	3.2	2.9	1.2	3.9	1.2	28.9	2.1
Students with disabilities (b)	4.2	3.5	2.7	2.5	3.7	3.0	2.3	4.3	3.4
Seniority profile (c)	14.6	15.9	16.8	16.8	16.9	13.3	14.1	10.6	15.7
Non-government students as % of all students (d)	34.3	37.1	33.4	34.6	36.2	29.5	42.7	26.4	34.9
2013									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
Students with disabilities (b)	4.4	3.6	2.9	2.5	3.8	3.6	2.6	4.9	3.6
Seniority profile (c)	14.6	15.7	16.8	13.8	16.7	13.2	14.1	10.8	15.3
Non-government students as % of all students (d)	34.6	37.2	33.4	34.2	36.2	30.0	42.6	27.3	35.0

(a) Refer to footnotes for table 4A.30. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.31.

Table 4A.33 **Student body mix, non-government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(c) Proportion of students in years 11 and 12.

(d) Proportion relates to full time students only and does not include the impact of part time enrolments.

na Not available.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

TABLE 4A.34

Table 4A.34 **Student body mix, all schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	4.2	1.1	6.4	6.4	3.6	6.7	2.1	39.5	4.5
Students with disabilities (b)	5.1	4.8	3.9	3.1	7.1	4.4	3.7	11.8	4.8
Seniority profile (c)	12.1	13.5	13.9	14.0	14.0	11.8	15.4	9.5	13.2
2010									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	4.4	1.2	6.6	6.4	3.7	6.7	2.2	40.6	4.6
Students with disabilities (b)	5.4	5.0	4.1	3.2	7.2	4.5	3.8	8.4	4.9
Seniority profile (c)	12.4	13.7	14.2	14.2	14.3	12.4	15.5	9.7	13.4
2011									
LBOTE (a)	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6	21.7
Aboriginal and Torres Strait Islander students	4.6	1.2	6.7	6.4	3.8	6.9	2.3	40.8	4.8
Students with disabilities (b)	5.6	5.0	4.3	3.4	7.2	4.7	3.9	7.6	5.1
Seniority profile (c)	12.6	13.7	14.2	14.2	14.7	12.8	15.5	9.8	13.5
2012									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	4.8	1.3	6.9	6.4	3.9	7.0	2.4	40.4	4.9
Students with disabilities (b)	5.6	5.2	4.5	4.0	7.2	4.8	3.9	5.0	5.1
Seniority profile (c)	12.6	13.6	14.1	13.9	15.0	13.1	15.4	9.9	13.5
2013									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Aboriginal and Torres Strait Islander students	5.0	1.4	7.1	6.4	4.1	7.4	2.5	40.4	5.0
Students with disabilities (b)	5.7	5.3	4.7	3.7	7.0	6.6	4.1	4.5	5.3
Seniority profile (c)	12.5	13.4	14.0	11.3	14.9	12.7	15.2	9.9	13.1

(a) Refer to footnotes for table 4A.30. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.31.

(c) Proportion of students in years 11 and 12.

na Not available.

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra; Department of Education (unpublished).

TABLE 4A.35

Table 4A.35 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2013 (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Metropolitan zone									
Primary									
Government schools	75.8	75.5	67.2	70.2	68.4	41.4	99.8	..	71.2
Non-government schools	77.6	77.9	74.0	76.4	78.6	54.4	100.0	..	76.3
All schools	76.4	76.3	69.2	72.0	71.8	44.9	99.9	..	72.8
Secondary									
Government schools	73.7	74.4	67.3	70.5	69.1	41.2	100.0	..	70.7
Non-government schools	80.6	78.5	76.5	81.5	82.1	55.7	100.0	..	78.6
All schools	76.4	76.1	70.9	75.1	74.3	46.0	100.0	..	73.9
All school levels									
Government schools	75.0	75.0	67.2	70.3	68.7	41.3	99.9	..	71.0
Non-government schools	79.1	78.2	75.1	78.5	80.1	55.1	100.0	..	77.4
All schools	76.4	76.2	69.8	73.1	72.8	45.4	99.9	..	73.2
Provincial zone									
Primary									
Government schools	23.6	24.4	28.8	20.8	26.7	57.0	0.2	51.4	25.6
Non-government schools	21.8	22.0	24.3	19.7	19.7	44.7	–	56.2	22.2
All schools	23.1	23.6	27.5	20.5	24.4	53.7	0.1	52.5	24.6
Secondary									
Government schools	25.8	25.5	30.2	22.6	26.6	57.9	–	60.1	27.2
Non-government schools	19.4	21.5	23.1	16.8	16.6	44.3	–	61.7	20.7
All schools	23.2	23.8	27.4	20.2	22.7	53.5	–	60.6	24.6
All school levels									
Government schools	24.5	24.8	29.3	21.4	26.7	57.4	0.1	54.5	26.2
Non-government schools	20.6	21.8	23.8	18.4	18.4	44.5	–	59.0	21.5
All schools	23.1	23.7	27.5	20.4	23.7	53.6	0.1	55.8	24.6
Remote zone									
Remote areas									
Primary									
Government schools	0.5	0.1	2.3	5.7	3.6	1.0	..	16.5	1.9
Non-government schools	0.5	–	1.1	2.2	1.6	0.9	..	28.3	1.0
All schools	0.5	0.1	1.9	4.7	2.9	1.0	..	19.2	1.6
Secondary									
Government schools	0.5	0.1	1.4	4.6	3.2	0.6	..	16.1	1.3
Non-government schools	–	–	0.4	1.4	1.2	–	..	28.7	0.6
All schools	0.3	0.1	1.0	3.3	2.4	0.4	..	20.5	1.0
All school levels									
Government schools	0.5	0.1	2.0	5.4	3.4	0.8	..	16.4	1.6
Non-government schools	0.2	–	0.8	1.9	1.4	0.4	..	28.5	0.8

Table 4A.35 Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2013 (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	0.4	0.1	1.6	4.2	2.7	0.7	..	19.7	1.4
Very remote areas									
Primary									
Government schools	0.1	..	1.7	3.3	1.3	0.5	..	32.1	1.3
Non-government schools	0.1	..	0.6	1.8	0.1	–	..	15.5	0.5
All schools	0.1	..	1.4	2.8	0.9	0.4	..	28.4	1.1
Secondary						–	–		
Government schools	0.1	..	1.1	2.2	1.0	0.3	..	23.8	0.8
Non-government schools	–	..	–	0.4	–	–	..	9.6	0.1
All schools	–	..	0.7	1.4	0.6	0.2	..	18.8	0.5
All school levels						–	–		
Government schools	0.1	..	1.5	2.9	1.2	0.4	..	29.1	1.1
Non-government schools	–	..	0.3	1.2	0.1	–	..	12.5	0.3
All schools	0.1	..	1.1	2.3	0.8	0.3	..	24.5	0.8

(a) Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification. See section 4.6 of the School education chapter for definitions.

(b) Calculated as the number of students enrolled in particular type of school (such as government primary school) in a particular geographic classification (such as metropolitan zone), divided by the total number of students enrolled in that type of school.

(c) Values in this table may differ slightly from data reported in the National Schools Statistics Collection (NSSC) as the Australian Government Department of Education has generated this table using student enrolments whose region status has been identified at the campus level rather than at the school level, as is done in the NSSC. Also, the Australian Government Department of Education has allocated all campuses to a region; therefore, unlike the NSSC, there is no 'not stated' category in these tables. The totals reported in this table align with the NSSC.

(d) Full Time Equivalent students.

(e) There is no metropolitan zone in NT, no remote or very remote areas in ACT and no very remote area in Victoria.

.. Not applicable. – Nil or rounded to zero.

Source: Department of Education (unpublished).

TABLE 4A.36

Table 4A.36 **Proportion of students who achieved at or above the national minimum standard for reading, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 9 m</i>	<i>8 y 7 m</i>	<i>8 y 10 m</i>	<i>8 y 7 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	94.7 ± 0.3	94.6 ± 0.4	93.4 ± 0.5	91.8 ± 0.7	91.8 ± 0.9	92.1 ± 1.1	95.4 ± 1.1	67.0 ± 6.6	93.5 ± 0.2
Aboriginal and Torres Strait Islander students (e)	83.2 ± 1.5	85.3 ± 2.7	80.3 ± 2.0	63.1 ± 3.5	69.6 ± 4.5	88.1 ± 3.5	83.4 ± 6.7	34.1 ± 6.6	74.7 ± 1.6
Non-Indigenous students	95.4 ± 0.3	95.0 ± 0.4	94.5 ± 0.4	94.0 ± 0.5	93.0 ± 0.8	92.4 ± 1.1	95.8 ± 1.1	89.1 ± 3.5	94.7 ± 0.2
LBOTE students (f)	94.3 ± 0.5	92.9 ± 0.8	90.2 ± 1.4	90.1 ± 1.5	86.9 ± 2.9	87.2 ± 4.6	92.8 ± 2.5	40.0 ± 9.3	91.7 ± 0.5
Male students	93.2 ± 0.4	93.1 ± 0.6	91.9 ± 0.6	90.1 ± 0.9	90.0 ± 1.1	90.5 ± 1.5	94.4 ± 1.7	65.5 ± 6.6	92.0 ± 0.3
Female students	96.2 ± 0.3	96.2 ± 0.3	94.9 ± 0.4	93.5 ± 0.7	93.7 ± 0.9	93.9 ± 1.0	96.5 ± 1.0	68.6 ± 7.1	95.1 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	93.7 ± 0.4	94.2 ± 0.5	92.8 ± 0.5	91.2 ± 0.8	91.6 ± 0.9	91.3 ± 1.3	95.6 ± 1.0	66.4 ± 7.0	92.9 ± 0.2
Aboriginal and Torres Strait Islander students (e)	79.0 ± 1.8	82.9 ± 2.9	74.9 ± 2.4	59.3 ± 3.7	65.6 ± 5.4	82.0 ± 5.1	83.1 ± 7.9	32.0 ± 6.7	70.3 ± 1.6
Non-Indigenous students	94.5 ± 0.3	94.6 ± 0.5	94.3 ± 0.4	93.6 ± 0.6	92.9 ± 0.8	92.0 ± 1.2	96.1 ± 0.9	92.3 ± 2.7	94.2 ± 0.2
LBOTE students (f)	93.0 ± 0.6	91.7 ± 0.8	87.8 ± 1.7	88.5 ± 1.7	86.1 ± 3.1	86.8 ± 4.8	93.0 ± 2.3	36.8 ± 8.5	90.2 ± 0.6
Male students	92.0 ± 0.5	92.5 ± 0.7	91.2 ± 0.7	89.4 ± 1.0	89.8 ± 1.2	88.8 ± 1.9	94.8 ± 1.4	63.4 ± 7.4	91.2 ± 0.3
Female students	95.5 ± 0.3	96.0 ± 0.4	94.5 ± 0.5	93.1 ± 0.8	93.6 ± 0.8	93.9 ± 1.4	96.6 ± 1.0	69.4 ± 7.0	94.7 ± 0.2

TABLE 4A.36

Table 4A.36 **Proportion of students who achieved at or above the national minimum standard for reading, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7									
Average age (d)	12 y 7 m	12 y 9 m	12 y 3 m	12 y 5 m	12 y 7 m	12 y 11 m	12 y 8 m	12 y 6 m	12 y 7 m
Years of schooling (d)	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m
All students	95.4 ± 0.4	95.6 ± 0.5	94.4 ± 0.5	94.8 ± 0.7	95.0 ± 0.7	94.7 ± 1.3	96.5 ± 1.5	69.1 ± 9.2	94.9 ± 0.3
Aboriginal and Torres Strait Islander students (e)	86.1 ± 1.4	84.3 ± 2.9	80.2 ± 2.4	71.6 ± 3.5	80.3 ± 4.7	89.1 ± 3.7	83.1 ± 9.4	37.1 ± 8.7	77.1 ± 1.8
Non-Indigenous students	95.9 ± 0.4	95.9 ± 0.5	95.5 ± 0.4	96.6 ± 0.5	95.8 ± 0.6	95.1 ± 1.2	96.8 ± 1.4	93.9 ± 2.8	95.9 ± 0.2
LBOTE students (f)	94.6 ± 0.8	94.0 ± 1.1	90.3 ± 1.9	92.5 ± 1.5	90.7 ± 2.4	90.6 ± 4.5	94.7 ± 2.6	37.4 ± 11.7	92.4 ± 0.7
Male students	94.0 ± 0.6	94.2 ± 0.7	93.2 ± 0.7	93.6 ± 0.8	93.4 ± 0.9	93.1 ± 1.9	95.4 ± 2.1	65.7 ± 9.9	93.5 ± 0.4
Female students	96.9 ± 0.3	97.0 ± 0.4	95.8 ± 0.5	96.1 ± 0.6	96.7 ± 0.7	96.4 ± 0.9	97.6 ± 1.2	72.8 ± 8.9	96.3 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 m	14 y 7 m	14 y 11 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	92.6 ± 0.6	93.3 ± 0.6	91.3 ± 0.8	92.9 ± 1.0	90.3 ± 1.6	90.5 ± 1.8	93.9 ± 1.9	68.8 ± 9.1	92.1 ± 0.4
Aboriginal and Torres Strait Islander students (e)	77.3 ± 1.9	81.8 ± 3.2	72.7 ± 2.8	65.9 ± 4.5	70.9 ± 4.3	82.5 ± 3.7	79.4 ± 8.3	33.7 ± 9.7	71.2 ± 1.6
Non-Indigenous students	93.5 ± 0.5	93.5 ± 0.6	92.7 ± 0.7	95.0 ± 0.7	91.3 ± 1.5	91.4 ± 1.8	94.3 ± 1.8	90.9 ± 3.8	93.3 ± 0.3
LBOTE students (f)	92.3 ± 1.1	91.3 ± 1.3	86.5 ± 2.6	91.1 ± 2.2	82.7 ± 7.0	85.0 ± 8.2	91.2 ± 3.4	37.5 ± 13.3	89.9 ± 0.8
Male students	90.6 ± 0.8	91.4 ± 0.9	89.1 ± 1.0	91.1 ± 1.4	87.9 ± 2.0	88.0 ± 2.4	92.0 ± 2.7	66.0 ± 9.5	90.1 ± 0.5
Female students	94.7 ± 0.5	95.2 ± 0.5	93.6 ± 0.7	94.8 ± 0.9	92.8 ± 1.4	93.1 ± 1.6	95.9 ± 1.8	71.8 ± 9.1	94.2 ± 0.3

TABLE 4A.36

Table 4A.36 Proportion of students who achieved at or above the national minimum standard for reading, 2014 (per cent) (a), (b), (c)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	94.7 ± 0.3	94.6 ± 0.4	93.4 ± 0.5	91.8 ± 0.7	91.8 ± 0.9	92.1 ± 1.1	95.4 ± 1.1	67.0 ± 6.6	93.5 ± 0.2
Compared to										
<i>NSW</i>	94.7 ± 0.3	..	■	■	△	△	△	■	▲	■
<i>Vic</i>	94.6 ± 0.4	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	93.4 ± 0.5	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	91.8 ± 0.7	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	91.8 ± 0.9	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	92.1 ± 1.1	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	95.4 ± 1.1	■	■	△	△	△	△	..	▲	△
<i>NT</i>	67.0 ± 6.6	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	93.5 ± 0.2	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	93.7 ± 0.4	94.2 ± 0.5	92.8 ± 0.5	91.2 ± 0.8	91.6 ± 0.9	91.3 ± 1.3	95.6 ± 1.0	66.4 ± 7.0	92.9 ± 0.2
Compared to										
<i>NSW</i>	93.7 ± 0.4	..	■	■	△	■	△	▽	▲	■
<i>Vic</i>	94.2 ± 0.5	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	92.8 ± 0.5	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	91.2 ± 0.8	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	91.6 ± 0.9	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	91.3 ± 1.3	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	95.6 ± 1.0	△	■	△	△	△	△	..	▲	△
<i>NT</i>	66.4 ± 7.0	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	92.9 ± 0.2	■	■	■	■	■	■	▽	▲	..

TABLE 4A.36

Table 4A.36 Proportion of students who achieved at or above the national minimum standard for reading, 2014 (per cent) (a), (b), (c)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	95.4 ± 0.4	95.6 ± 0.5	94.4 ± 0.5	94.8 ± 0.7	95.0 ± 0.7	94.7 ± 1.3	96.5 ± 1.5	69.1 ± 9.2	94.9 ± 0.3
Compared to										
<i>NSW</i>	95.4 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.6 ± 0.5	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	94.4 ± 0.5	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	94.8 ± 0.7	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	95.0 ± 0.7	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	94.7 ± 1.3	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	96.5 ± 1.5	■	■	△	△	■	■	..	▲	△
<i>NT</i>	69.1 ± 9.2	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.9 ± 0.3	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	92.6 ± 0.6	93.3 ± 0.6	91.3 ± 0.8	92.9 ± 1.0	90.3 ± 1.6	90.5 ± 1.8	93.9 ± 1.9	68.8 ± 9.1	92.1 ± 0.4
Compared to										
<i>NSW</i>	92.6 ± 0.6	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	93.3 ± 0.6	■	..	■	■	△	△	■	▲	■
<i>Qld</i>	91.3 ± 0.8	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	92.9 ± 1.0	■	■	■	..	△	△	■	▲	■
<i>SA</i>	90.3 ± 1.6	■	▽	■	▽	..	■	▽	▲	■
<i>Tas</i>	90.5 ± 1.8	■	▽	■	▽	■	..	▽	▲	■
<i>ACT</i>	93.9 ± 1.9	■	■	△	■	△	△	..	▲	■
<i>NT</i>	68.8 ± 9.1	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	92.1 ± 0.4	■	■	■	■	■	■	■	▲	..

Table 4A.36 **Proportion of students who achieved at or above the national minimum standard for reading, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2013 are in table 4A.54.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.
- .. Not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.37

Table 4A.37 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	86.4 ± 2.0	87.7 ± 3.1	83.8 ± 2.1	74.4 ± 3.6	77.0 ± 4.3	86.8 ± 7.2	83.0 ± 7.4	..	83.5 ± 1.2
Provincial	81.5 ± 2.4	83.2 ± 4.2	82.6 ± 2.6	70.1 ± 6.1	68.9 ± 6.9	88.5 ± 4.1	np	68.2 ± 6.9	80.0 ± 1.6
Remote	69.5 ± 11.7	np	68.2 ± 10.2	54.3 ± 7.8	84.8 ± 15.8	np	..	46.5 ± 11.6	59.8 ± 5.6
Very remote	70.2 ± 16.0	..	63.0 ± 8.7	44.0 ± 7.1	34.7 ± 17.7	np	..	16.2 ± 5.4	37.4 ± 5.9
Total	83.2 ± 1.5	85.3 ± 2.7	80.3 ± 2.0	63.1 ± 3.5	69.6 ± 4.5	88.1 ± 3.5	83.4 ± 6.7	34.1 ± 6.6	74.7 ± 1.6
Non-Indigenous students									
Metropolitan	95.7 ± 0.3	95.2 ± 0.5	94.9 ± 0.5	94.6 ± 0.6	93.5 ± 1.0	92.7 ± 1.8	95.8 ± 1.1	..	95.1 ± 0.2
Provincial	94.3 ± 0.6	94.1 ± 0.7	93.4 ± 0.7	92.6 ± 1.1	91.5 ± 1.3	92.3 ± 1.4	np	87.9 ± 4.4	93.5 ± 0.3
Remote	92.6 ± 4.5	92.6 ± 10.4	93.8 ± 2.0	90.7 ± 2.3	92.6 ± 3.1	89.7 ± 8.5	..	93.2 ± 4.2	92.3 ± 1.2
Very remote	np	..	91.4 ± 3.6	90.4 ± 3.5	94.8 ± 7.1	np	..	90.9 ± 9.8	90.9 ± 2.3
Total	95.4 ± 0.3	95.0 ± 0.4	94.5 ± 0.4	94.0 ± 0.5	93.0 ± 0.8	92.4 ± 1.1	95.8 ± 1.1	89.1 ± 3.5	94.7 ± 0.2
All students									
Metropolitan	95.4 ± 0.3	94.9 ± 0.5	94.3 ± 0.5	93.8 ± 0.7	92.8 ± 1.0	92.3 ± 1.7	95.4 ± 1.1	..	94.7 ± 0.2
Provincial	92.8 ± 0.7	93.6 ± 0.7	92.3 ± 0.8	90.5 ± 1.5	90.1 ± 1.5	92.1 ± 1.4	np	85.0 ± 4.7	92.2 ± 0.4
Remote	83.5 ± 6.7	92.8 ± 10.2	87.7 ± 4.2	81.9 ± 4.7	92.5 ± 3.1	90.7 ± 7.6	..	74.6 ± 10.2	84.2 ± 2.5
Very remote	84.4 ± 12.2	..	74.6 ± 6.4	64.4 ± 8.1	60.7 ± 20.0	np	..	25.7 ± 11.0	55.7 ± 6.1
Total	94.7 ± 0.3	94.6 ± 0.4	93.4 ± 0.5	91.8 ± 0.7	91.8 ± 0.9	92.1 ± 1.1	95.4 ± 1.1	67.0 ± 6.6	93.5 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	83.5 ± 2.1	85.3 ± 3.6	79.5 ± 2.6	74.0 ± 4.6	76.6 ± 5.4	80.7 ± 9.0	83.4 ± 8.3	..	80.6 ± 1.4
Provincial	76.6 ± 2.9	80.8 ± 4.7	78.5 ± 3.4	63.0 ± 8.3	65.5 ± 8.8	82.8 ± 5.5	np	72.6 ± 8.4	76.0 ± 1.8
Remote	57.2 ± 12.7	np	62.6 ± 12.1	55.3 ± 6.3	np	np	..	46.5 ± 10.5	56.0 ± 4.9

TABLE 4A.37

Table 4A.37 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	75.9 ± 21.8	..	48.7 ± 9.8	36.7 ± 7.3	17.4 ± 11.8	np	..	11.3 ± 4.2	28.5 ± 5.2
Total	79.0 ± 1.8	82.9 ± 2.9	74.9 ± 2.4	59.3 ± 3.7	65.6 ± 5.4	82.0 ± 5.1	83.1 ± 7.9	32.0 ± 6.7	70.3 ± 1.6
Non-Indigenous students									
Metropolitan	94.9 ± 0.4	94.7 ± 0.5	94.7 ± 0.5	94.1 ± 0.7	93.3 ± 1.0	92.2 ± 2.0	96.1 ± 0.9	..	94.6 ± 0.2
Provincial	93.4 ± 0.7	94.1 ± 0.8	93.3 ± 0.7	92.2 ± 1.2	91.6 ± 1.3	91.8 ± 1.5	np	91.1 ± 3.7	93.2 ± 0.4
Remote	94.0 ± 3.7	96.2 ± 6.1	91.4 ± 2.4	91.0 ± 2.3	94.5 ± 2.2	95.8 ± 9.8	..	95.0 ± 3.3	92.6 ± 1.3
Very remote	np	..	90.7 ± 3.5	90.2 ± 3.5	91.5 ± 5.8	np	..	96.9 ± 3.6	91.2 ± 2.3
Total	94.5 ± 0.3	94.6 ± 0.5	94.3 ± 0.4	93.6 ± 0.6	92.9 ± 0.8	92.0 ± 1.2	96.1 ± 0.9	92.3 ± 2.7	94.2 ± 0.2
All students									
Metropolitan	94.5 ± 0.4	94.4 ± 0.5	93.9 ± 0.6	93.3 ± 0.7	92.6 ± 1.1	91.4 ± 2.1	95.7 ± 1.0	..	94.1 ± 0.3
Provincial	91.5 ± 0.8	93.5 ± 0.9	91.8 ± 0.8	89.8 ± 1.7	90.2 ± 1.6	91.1 ± 1.6	np	87.9 ± 4.1	91.7 ± 0.4
Remote	80.2 ± 9.7	96.4 ± 5.9	84.7 ± 5.2	82.1 ± 4.1	93.7 ± 2.5	94.7 ± 8.4	..	74.9 ± 10.1	83.2 ± 2.7
Very remote	85.8 ± 11.0	..	66.1 ± 8.6	59.5 ± 9.4	55.1 ± 18.5	np	..	21.1 ± 10.8	49.5 ± 6.3
Total	93.7 ± 0.4	94.2 ± 0.5	92.8 ± 0.5	91.2 ± 0.8	91.6 ± 0.9	91.3 ± 1.3	95.6 ± 1.0	66.4 ± 7.0	92.9 ± 0.2
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	88.1 ± 2.0	83.3 ± 4.6	84.2 ± 2.5	83.2 ± 3.3	84.4 ± 4.9	89.7 ± 6.6	83.1 ± 9.4	..	85.7 ± 1.3
Provincial	85.3 ± 2.0	85.2 ± 3.7	83.9 ± 3.3	79.5 ± 4.8	84.2 ± 6.6	88.5 ± 4.5	..	71.3 ± 8.7	83.7 ± 1.6
Remote	73.7 ± 9.7	np	61.2 ± 17.1	70.6 ± 8.0	78.8 ± 21.4	np	..	55.0 ± 11.3	65.3 ± 6.3
Very remote	np	..	59.4 ± 11.0	46.4 ± 7.4	45.5 ± 23.7	np	..	15.6 ± 5.9	34.9 ± 6.0
Total	86.1 ± 1.4	84.3 ± 2.9	80.2 ± 2.4	71.6 ± 3.5	80.3 ± 4.7	89.1 ± 3.7	83.1 ± 9.4	37.1 ± 8.7	77.1 ± 1.8
Non-Indigenous students									
Metropolitan	96.1 ± 0.4	96.0 ± 0.6	95.9 ± 0.6	96.7 ± 0.5	95.8 ± 0.8	95.1 ± 1.8	96.8 ± 1.4	..	96.1 ± 0.3
Provincial	95.3 ± 0.6	95.4 ± 0.9	94.6 ± 0.7	96.5 ± 1.0	95.8 ± 0.9	95.3 ± 1.6	..	93.0 ± 3.5	95.3 ± 0.4

TABLE 4A.37

Table 4A.37 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	92.5 ± 5.0	99.4 ± 3.5	94.0 ± 2.7	95.7 ± 1.6	95.2 ± 2.5	np	..	97.2 ± 2.0	95.3 ± 1.1
Very remote	np	..	95.6 ± 3.5	96.2 ± 2.5	94.7 ± 5.7	np	..	92.8 ± 6.2	95.3 ± 2.1
Total	95.9 ± 0.4	95.9 ± 0.5	95.5 ± 0.4	96.6 ± 0.5	95.8 ± 0.6	95.1 ± 1.2	96.8 ± 1.4	93.9 ± 2.8	95.9 ± 0.2
All students									
Metropolitan	95.8 ± 0.5	95.8 ± 0.6	95.3 ± 0.6	96.2 ± 0.6	95.3 ± 0.9	94.8 ± 2.0	96.5 ± 1.5	..	95.7 ± 0.3
Provincial	94.1 ± 0.7	95.0 ± 0.9	93.6 ± 0.8	95.1 ± 1.2	95.1 ± 0.9	94.7 ± 1.6	..	89.2 ± 4.8	94.3 ± 0.4
Remote	83.1 ± 7.5	98.3 ± 4.9	85.3 ± 5.7	88.6 ± 3.9	94.3 ± 3.0	np	..	77.6 ± 13.1	86.6 ± 3.2
Very remote	76.8 ± 16.6	..	72.9 ± 8.8	64.9 ± 8.6	68.6 ± 19.2	np	..	22.5 ± 9.7	52.2 ± 6.9
Total	95.4 ± 0.4	95.6 ± 0.5	94.4 ± 0.5	94.8 ± 0.7	95.0 ± 0.7	94.7 ± 1.3	96.5 ± 1.5	69.1 ± 9.2	94.9 ± 0.3
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	80.6 ± 2.3	82.5 ± 4.1	77.6 ± 3.4	76.9 ± 5.4	73.6 ± 6.3	80.7 ± 7.4	79.4 ± 8.3	..	78.8 ± 1.7
Provincial	75.7 ± 2.9	81.1 ± 4.8	72.8 ± 4.3	72.0 ± 7.1	72.8 ± 6.5	84.3 ± 5.3	..	68.7 ± 8.6	74.9 ± 2.0
Remote	60.5 ± 10.0	np	51.4 ± 13.5	60.3 ± 9.6	np	np	..	44.4 ± 17.2	54.8 ± 6.7
Very remote	np	..	46.1 ± 11.8	39.7 ± 9.0	48.9 ± 21.5	np	..	8.7 ± 4.5	28.2 ± 5.9
Total	77.3 ± 1.9	81.8 ± 3.2	72.7 ± 2.8	65.9 ± 4.5	70.9 ± 4.3	82.5 ± 3.7	79.4 ± 8.3	33.7 ± 9.7	71.2 ± 1.6
Non-Indigenous students									
Metropolitan	94.0 ± 0.6	93.8 ± 0.8	93.3 ± 0.8	95.4 ± 0.8	91.9 ± 1.9	91.4 ± 3.3	94.3 ± 1.8	..	93.8 ± 0.4
Provincial	91.9 ± 0.8	92.6 ± 1.0	91.5 ± 1.0	93.7 ± 1.4	89.6 ± 2.0	91.6 ± 1.9	..	90.1 ± 4.9	91.9 ± 0.5
Remote	86.0 ± 7.9	92.9 ± 4.9	87.9 ± 5.3	93.2 ± 2.8	88.5 ± 6.5	np	..	93.2 ± 4.7	90.5 ± 2.4
Very remote	np	..	90.4 ± 4.9	93.4 ± 3.1	95.1 ± 5.2	np	..	94.9 ± 7.6	91.8 ± 2.6
Total	93.5 ± 0.5	93.5 ± 0.6	92.7 ± 0.7	95.0 ± 0.7	91.3 ± 1.5	91.4 ± 1.8	94.3 ± 1.8	90.9 ± 3.8	93.3 ± 0.3
All students									
Metropolitan	93.5 ± 0.7	93.6 ± 0.8	92.5 ± 0.9	94.5 ± 1.1	91.2 ± 2.0	90.5 ± 3.3	93.9 ± 1.9	..	93.2 ± 0.4

TABLE 4A.37

Table 4A.37 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	90.1 ± 1.0	92.2 ± 1.1	89.6 ± 1.2	91.9 ± 1.9	88.5 ± 2.2	90.7 ± 2.0	..	86.4 ± 5.0	90.5 ± 0.6
Remote	73.8 ± 9.7	93.2 ± 4.6	77.5 ± 8.0	83.3 ± 5.5	87.4 ± 7.9	np	..	73.3 ± 14.2	80.3 ± 3.8
Very remote	63.1 ± 24.9	..	64.9 ± 11.9	59.4 ± 12.2	70.4 ± 18.0	np	..	17.6 ± 11.5	48.0 ± 8.0
Total	92.6 ± 0.6	93.3 ± 0.6	91.3 ± 0.8	92.9 ± 1.0	90.3 ± 1.6	90.5 ± 1.8	93.9 ± 1.9	68.8 ± 9.1	92.1 ± 0.4

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for years 2008-2012 were included in earlier Reports. Data for 2013 are in table 4A.55.
- .. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.0 ± 0.2	97.5 ± 0.3	97.7 ± 0.3	97.4 ± 0.4	96.9 ± 0.7	97.9 ± 0.8	96.9 ± 1.1	94.3 ± 2.4	97.6 ± 0.1
Advanced diploma/diploma	96.2 ± 0.4	95.6 ± 0.6	95.6 ± 0.5	94.5 ± 0.8	95.1 ± 1.1	95.7 ± 1.7	95.6 ± 2.0	90.0 ± 4.5	95.6 ± 0.3
Certificate I to IV (e)	93.9 ± 0.4	93.8 ± 0.6	93.3 ± 0.6	92.2 ± 0.9	91.3 ± 1.1	91.1 ± 1.6	93.0 ± 2.1	79.1 ± 5.0	93.2 ± 0.3
Year 12 or equivalent	92.4 ± 0.8	92.8 ± 0.8	91.5 ± 0.9	92.3 ± 1.4	92.4 ± 1.6	91.2 ± 3.0	93.3 ± 3.5	79.4 ± 7.1	92.1 ± 0.4
Year 11 or equivalent or below	85.5 ± 1.0	85.0 ± 1.5	83.0 ± 1.5	80.4 ± 2.4	81.6 ± 2.0	84.2 ± 2.9	89.1 ± 7.7	40.9 ± 7.4	83.2 ± 0.6
Not stated (f)	90.6 ± 1.3	92.1 ± 1.9	88.9 ± 1.5	83.2 ± 2.3	84.8 ± 3.1	90.8 ± 3.5	95.4 ± 3.2	37.1 ± 16.1	86.1 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.2	98.1 ± 0.3	97.9 ± 0.4	97.5 ± 0.4	97.4 ± 0.6	97.6 ± 1.2	97.2 ± 1.0	93.4 ± 2.7	97.9 ± 0.1
Other business managers and associate professionals	97.2 ± 0.3	97.0 ± 0.3	96.6 ± 0.4	95.6 ± 0.7	96.0 ± 0.7	95.8 ± 1.3	96.3 ± 1.4	87.6 ± 4.8	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.4 ± 0.4	95.6 ± 0.5	94.3 ± 0.5	93.7 ± 1.0	93.6 ± 1.0	94.0 ± 1.7	95.0 ± 2.5	82.9 ± 4.8	94.7 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.2 ± 0.7	91.7 ± 0.8	89.5 ± 0.9	89.3 ± 1.3	89.6 ± 1.4	89.3 ± 2.3	91.1 ± 5.2	60.1 ± 8.7	90.7 ± 0.4
Not in paid work in previous 12 months	85.7 ± 1.1	84.7 ± 1.3	82.7 ± 2.0	81.4 ± 2.7	83.2 ± 2.9	82.8 ± 3.5	87.7 ± 5.2	40.6 ± 9.1	83.6 ± 0.7
Not stated (h)	89.0 ± 1.0	92.7 ± 2.1	88.9 ± 1.2	84.9 ± 1.8	83.9 ± 2.4	87.9 ± 3.5	92.8 ± 2.9	33.6 ± 10.2	86.5 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.9 ± 0.2	97.6 ± 0.3	97.9 ± 0.3	97.6 ± 0.4	97.5 ± 0.7	97.5 ± 1.0	97.7 ± 0.9	96.8 ± 1.6	97.7 ± 0.1
Advanced diploma/diploma	95.9 ± 0.4	95.4 ± 0.7	95.2 ± 0.6	94.6 ± 0.8	94.6 ± 1.2	95.2 ± 2.3	94.7 ± 2.1	94.2 ± 3.0	95.4 ± 0.3
Certificate I to IV (e)	92.6 ± 0.5	93.1 ± 0.7	92.8 ± 0.7	91.6 ± 0.9	92.1 ± 1.1	92.1 ± 1.7	94.5 ± 2.2	82.3 ± 5.2	92.5 ± 0.3

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	91.5 ± 1.0	92.7 ± 0.9	91.5 ± 1.1	90.2 ± 1.3	91.5 ± 1.7	88.3 ± 3.5	93.4 ± 2.8	82.7 ± 7.6	91.5 ± 0.5
Year 11 or equivalent or below	83.3 ± 1.1	85.6 ± 1.3	81.3 ± 1.7	79.9 ± 2.0	80.6 ± 2.4	81.3 ± 2.7	84.9 ± 6.7	43.9 ± 8.4	82.2 ± 0.7
Not stated (f)	89.1 ± 1.3	92.6 ± 1.7	88.0 ± 1.5	82.2 ± 2.5	83.8 ± 2.9	88.3 ± 4.7	93.7 ± 3.0	35.9 ± 14.2	85.1 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.2	98.3 ± 0.3	97.8 ± 0.4	97.5 ± 0.4	97.4 ± 0.7	97.2 ± 1.1	98.0 ± 0.8	93.3 ± 2.6	97.9 ± 0.2
Other business managers and associate professionals	96.8 ± 0.3	96.9 ± 0.4	96.5 ± 0.4	95.7 ± 0.6	96.0 ± 0.7	96.0 ± 1.2	97.2 ± 1.2	91.5 ± 5.0	96.6 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.3 ± 0.5	95.4 ± 0.5	93.7 ± 0.5	92.9 ± 0.9	94.0 ± 1.0	94.0 ± 1.9	94.8 ± 1.7	86.9 ± 4.4	94.2 ± 0.3
Machine operators, hospitality staff, assistants, labourers	90.1 ± 0.7	90.8 ± 1.0	88.8 ± 1.2	87.4 ± 1.7	88.9 ± 1.6	88.1 ± 2.2	88.5 ± 4.6	61.8 ± 10.0	89.4 ± 0.5
Not in paid work in previous 12 months	83.4 ± 1.2	83.4 ± 1.4	79.4 ± 2.1	78.0 ± 2.9	82.3 ± 2.9	76.2 ± 4.4	85.3 ± 5.5	41.3 ± 9.6	81.5 ± 0.8
Not stated (h)	87.2 ± 1.1	92.5 ± 1.9	87.6 ± 1.2	84.3 ± 1.9	83.0 ± 2.5	87.1 ± 3.9	92.6 ± 2.5	34.5 ± 9.6	85.3 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.3	98.2 ± 0.3	98.3 ± 0.4	98.5 ± 0.3	98.6 ± 0.4	99.0 ± 0.6	98.8 ± 0.8	97.0 ± 1.9	98.4 ± 0.2
Advanced diploma/diploma	96.8 ± 0.5	96.7 ± 0.5	96.5 ± 0.6	97.3 ± 0.6	97.1 ± 0.8	97.2 ± 1.7	96.5 ± 1.8	94.8 ± 3.2	96.8 ± 0.3
Certificate I to IV (e)	94.8 ± 0.5	95.0 ± 0.6	94.5 ± 0.6	95.7 ± 0.8	96.0 ± 0.7	95.4 ± 1.5	94.2 ± 1.9	86.8 ± 4.3	94.9 ± 0.3
Year 12 or equivalent	94.5 ± 0.8	94.9 ± 0.9	93.3 ± 1.0	95.2 ± 1.2	94.7 ± 1.4	91.7 ± 3.8	92.6 ± 4.3	86.8 ± 8.3	94.3 ± 0.4
Year 11 or equivalent or below	87.8 ± 1.0	88.1 ± 1.6	86.3 ± 1.5	88.5 ± 1.7	88.7 ± 1.7	88.4 ± 3.0	90.0 ± 6.8	53.6 ± 11.8	87.3 ± 0.7
Not stated (f)	92.5 ± 1.5	95.8 ± 1.3	91.0 ± 1.4	88.8 ± 2.2	90.5 ± 2.5	93.4 ± 3.4	93.3 ± 6.7	38.2 ± 17.6	89.3 ± 1.2
Parental occupation (g)									

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Senior management and qualified professionals	98.6 ± 0.3	98.6 ± 0.3	98.4 ± 0.4	98.6 ± 0.3	98.4 ± 0.5	98.5 ± 0.9	98.9 ± 0.7	96.5 ± 2.0	98.5 ± 0.1
Other business managers and associate professionals	97.7 ± 0.3	97.9 ± 0.3	97.4 ± 0.4	97.7 ± 0.6	98.0 ± 0.6	97.9 ± 1.0	97.5 ± 1.3	94.7 ± 2.9	97.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.6 ± 0.5	96.5 ± 0.5	95.0 ± 0.6	96.4 ± 0.8	97.0 ± 0.7	96.3 ± 1.3	96.2 ± 2.1	87.4 ± 5.4	95.8 ± 0.3
Machine operators, hospitality staff, assistants, labourers	93.0 ± 0.6	93.0 ± 0.9	90.8 ± 1.2	93.2 ± 1.2	94.1 ± 1.3	92.3 ± 2.0	89.4 ± 4.4	69.6 ± 10.7	92.5 ± 0.4
Not in paid work in previous 12 months	87.5 ± 1.2	85.7 ± 1.9	84.7 ± 1.9	84.6 ± 2.7	88.9 ± 2.7	85.5 ± 3.3	90.8 ± 6.0	43.0 ± 12.1	85.8 ± 0.9
Not stated (h)	90.4 ± 1.3	95.8 ± 1.3	90.3 ± 1.2	89.8 ± 1.7	89.2 ± 2.0	92.8 ± 3.1	89.7 ± 5.7	35.2 ± 10.6	89.0 ± 0.9
Year 9									
Parental education (d)									
Bachelor degree or above	97.9 ± 0.3	97.5 ± 0.5	97.3 ± 0.4	98.1 ± 0.5	97.0 ± 0.9	98.1 ± 0.9	97.2 ± 1.4	94.3 ± 2.7	97.6 ± 0.2
Advanced diploma/diploma	95.4 ± 0.5	95.0 ± 0.7	94.2 ± 0.7	96.1 ± 0.8	93.1 ± 1.4	95.7 ± 2.0	95.3 ± 2.1	91.7 ± 3.9	94.9 ± 0.3
Certificate I to IV (e)	91.9 ± 0.6	92.2 ± 0.7	90.9 ± 0.8	93.7 ± 0.9	90.9 ± 1.3	91.7 ± 1.6	91.4 ± 3.1	83.3 ± 4.9	91.8 ± 0.3
Year 12 or equivalent	91.3 ± 1.0	92.6 ± 1.0	89.6 ± 1.3	94.2 ± 1.4	90.1 ± 2.0	88.0 ± 4.0	90.9 ± 4.6	87.3 ± 6.9	91.4 ± 0.6
Year 11 or equivalent or below	81.2 ± 1.3	84.3 ± 1.6	81.8 ± 1.7	83.6 ± 2.6	79.7 ± 2.6	81.4 ± 2.7	82.0 ± 8.3	51.4 ± 11.2	81.9 ± 0.8
Not stated (f)	88.2 ± 1.4	92.1 ± 1.9	86.7 ± 1.8	85.7 ± 3.7	84.1 ± 4.6	86.0 ± 6.0	88.8 ± 6.2	38.5 ± 17.7	85.9 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.0 ± 0.3	97.9 ± 0.4	97.2 ± 0.5	98.1 ± 0.5	96.7 ± 0.9	97.6 ± 1.2	97.1 ± 1.4	92.0 ± 3.1	97.6 ± 0.2
Other business managers and associate professionals	96.2 ± 0.4	96.3 ± 0.5	95.3 ± 0.5	96.6 ± 0.6	95.1 ± 1.0	95.5 ± 1.3	95.2 ± 1.8	92.5 ± 3.7	95.9 ± 0.2

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	93.5 ± 0.5	93.9 ± 0.6	91.9 ± 0.8	94.7 ± 0.9	92.2 ± 1.2	93.1 ± 1.8	93.3 ± 2.9	84.9 ± 5.2	93.2 ± 0.3
Machine operators, hospitality staff, assistants, labourers	88.6 ± 0.9	89.7 ± 1.0	86.0 ± 1.5	89.2 ± 1.6	87.3 ± 1.9	88.5 ± 2.3	87.3 ± 6.9	67.5 ± 10.3	88.3 ± 0.5
Not in paid work in previous 12 months	80.6 ± 1.8	81.8 ± 1.8	78.5 ± 2.4	80.2 ± 4.7	80.3 ± 2.8	74.8 ± 5.3	80.4 ± 11.6	38.5 ± 13.3	80.0 ± 1.1
Not stated (h)	86.2 ± 1.3	92.4 ± 2.1	85.8 ± 1.6	85.8 ± 2.9	80.9 ± 4.7	84.4 ± 4.8	86.2 ± 4.9	34.7 ± 11.6	84.8 ± 1.1

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.

(c) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.56.

(d) The higher level of school or non-school education that either parent/guardian has completed is reported.

(e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(f) Parental education may not have been stated on enrolment forms.

(g) The higher occupational group of either parent/guardian is reported.

(h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.39

Table 4A.39 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	355.2 ± 3.4	371.4 ± 6.5	343.5 ± 4.3	303.5 ± 7.3	321.7 ± 10.5	375.6 ± 9.2	359.1 ± 17.0	226.1 ± 22.2	332.9 ± 4.0
Non-Indigenous students	426.6 ± 1.9	432.8 ± 1.9	414.7 ± 2.3	414.3 ± 2.9	411.5 ± 3.5	418.2 ± 6.6	440.6 ± 6.1	401.6 ± 8.7	423.2 ± 1.0
All students	422.9 ± 2.0	431.7 ± 1.9	409.4 ± 2.4	406.3 ± 3.3	407.3 ± 3.7	415.7 ± 6.8	438.7 ± 6.3	332.0 ± 21.8	418.3 ± 1.1
Year 5									
Aboriginal and Torres Strait Islander students	440.4 ± 3.3	460.4 ± 5.7	431.3 ± 4.5	395.6 ± 6.6	412.0 ± 9.7	449.2 ± 9.7	461.4 ± 15.2	339.4 ± 16.4	422.1 ± 3.4
Non-Indigenous students	507.3 ± 1.9	510.6 ± 1.8	501.0 ± 2.0	498.9 ± 2.8	493.0 ± 3.1	500.4 ± 6.0	524.1 ± 6.0	489.1 ± 6.7	505.0 ± 1.0
All students	504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students	495.4 ± 3.0	496.7 ± 5.4	486.1 ± 4.3	466.1 ± 5.4	480.6 ± 8.3	508.4 ± 6.7	516.2 ± 17.4	401.2 ± 19.9	479.0 ± 3.7
Non-Indigenous students	551.1 ± 3.0	551.3 ± 2.6	545.7 ± 2.1	550.5 ± 3.1	543.7 ± 2.7	545.4 ± 6.7	568.9 ± 8.5	535.5 ± 12.8	549.8 ± 1.4
All students	548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students	529.2 ± 3.1	540.3 ± 4.9	521.3 ± 4.3	508.4 ± 7.6	516.7 ± 6.7	539.7 ± 7.5	540.3 ± 14.4	437.8 ± 22.9	517.4 ± 3.2
Non-Indigenous students	587.5 ± 3.0	586.3 ± 2.9	575.4 ± 3.0	590.0 ± 4.5	575.5 ± 4.7	575.8 ± 7.1	599.1 ± 8.5	572.4 ± 12.0	583.9 ± 1.5
All students	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5

TABLE 4A.39

Table 4A.39 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 3									
<i>Mean scale score</i>	422.9 ± 2.0	431.7 ± 1.9	409.4 ± 2.4	406.3 ± 3.3	407.3 ± 3.7	415.7 ± 6.8	438.7 ± 6.3	332.0 ± 21.8	418.3 ± 1.1
Compared to									
NSW	422.9 ± 2.0	■	■	■	■	■	■	▲	■
Vic	431.7 ± 1.9	■	△	△	△	△	■	▲	■
Qld	409.4 ± 2.4	■	▽	..	■	■	▽	▲	■
WA	406.3 ± 3.3	■	▽	■	..	■	▽	▲	■
SA	407.3 ± 3.7	■	▽	■	■	..	▽	▲	■
Tas	415.7 ± 6.8	■	▽	■	■	■	▽	▲	■
ACT	438.7 ± 6.3	■	△	△	△	△	..	▲	△
NT	332.0 ± 21.8	▼	▼	▼	▼	▼	▼	..	▼
Aust	418.3 ± 1.1	■	■	■	■	■	▽	▲	..
Statistical difference of mean scale scores, all students, year 5									
<i>Mean scale score</i>	504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
Compared to									
NSW	504.0 ± 2.0	■	■	■	■	■	▽	▲	■
Vic	509.8 ± 1.8	■	■	△	△	■	■	▲	■
Qld	496.1 ± 2.2	■	■	..	■	■	▽	▲	■
WA	491.7 ± 3.1	■	▽	■	..	■	▽	▲	■
SA	489.6 ± 3.3	■	▽	■	■	..	▽	▲	■
Tas	497.9 ± 6.5	■	■	■	■	■	▽	▲	■
ACT	522.0 ± 6.0	△	△	△	△	△	..	▲	△
NT	425.5 ± 17.5	▼	▼	▼	▼	▼	▼	..	▼
Aust	500.6 ± 1.0	■	■	■	■	■	▽	▲	..

TABLE 4A.39

Table 4A.39 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 7									
<i>Mean scale score</i>	548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
Compared to									
NSW	548.3 ± 3.0	..	■	■	■	■	▽	▲	■
Vic	550.3 ± 2.6	■	..	■	■	■	▽	▲	■
Qld	541.6 ± 2.2	■	■	..	■	■	▽	▲	■
WA	544.1 ± 3.4	■	■	■	..	■	▽	▲	■
SA	541.1 ± 2.8	■	■	■	■	..	▽	▲	■
Tas	542.9 ± 6.8	■	■	■	■	■	..	▽	▲
ACT	567.3 ± 8.7	△	△	△	△	△	△	..	▲
NT	478.5 ± 22.6	▼	▼	▼	▼	▼	▼	▼	..
Aust	546.1 ± 1.4	■	■	■	■	■	▽	▲	..
Statistical difference of mean scale scores, all students, year 9									
<i>Mean scale score</i>	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5
Compared to									
NSW	584.3 ± 2.9	..	■	■	■	■	■	▲	■
Vic	585.5 ± 2.9	■	..	△	■	■	■	▲	■
Qld	571.6 ± 3.1	■	▽	..	▽	■	▽	▲	■
WA	584.4 ± 4.8	■	■	△	..	■	■	▲	■
SA	573.0 ± 5.0	■	■	■	■	..	▽	▲	■
Tas	573.4 ± 7.4	■	■	■	■	■	..	▽	▲
ACT	597.3 ± 8.6	■	■	△	■	△	△	..	▲
NT	521.7 ± 22.2	▼	▼	▼	▼	▼	▼	▼	..
Aust	580.4 ± 1.5	■	■	■	■	■	▽	▲	..

Table 4A.39 **Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. Δ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.57.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	366.6 ± 4.8	384.3 ± 8.2	353.1 ± 5.6	328.0 ± 7.3	342.1 ± 9.8	370.1 ± 13.6	361.1 ± 17.6	..	356.9 ± 3.1
Provincial	348.5 ± 4.7	360.6 ± 8.6	348.9 ± 6.0	319.0 ± 12.2	320.6 ± 14.3	379.9 ± 12.3	np	321.5 ± 16.9	345.8 ± 3.3
Remote	316.9 ± 25.8	np	316.4 ± 19.7	283.0 ± 17.7	345.7 ± 24.2	np	..	267.6 ± 27.8	295.8 ± 11.8
Very remote	306.4 ± 23.2	..	297.1 ± 12.8	262.7 ± 14.8	232.4 ± 33.7	np	..	175.4 ± 25.3	234.7 ± 16.8
Total	355.2 ± 3.4	371.4 ± 6.5	343.5 ± 4.3	303.5 ± 7.3	321.7 ± 10.5	375.6 ± 9.2	359.1 ± 17.0	226.1 ± 22.2	332.9 ± 4.0
Non-Indigenous students									
Metropolitan	430.7 ± 2.3	436.9 ± 2.3	419.2 ± 2.9	420.8 ± 3.5	415.8 ± 4.4	427.0 ± 10.6	440.6 ± 6.1	..	428.1 ± 1.3
Provincial	411.9 ± 2.6	419.1 ± 2.9	404.0 ± 3.0	396.6 ± 4.5	399.3 ± 5.0	411.2 ± 7.8	np	400.0 ± 10.4	409.2 ± 1.5
Remote	397.1 ± 19.0	399.0 ± 30.1	399.6 ± 7.2	390.1 ± 6.4	403.8 ± 9.0	391.8 ± 29.6	..	412.9 ± 17.2	398.1 ± 4.5
Very remote	np	..	392.1 ± 13.2	385.8 ± 9.6	412.8 ± 24.2	np	..	384.5 ± 25.9	391.1 ± 7.5
Total	426.6 ± 1.9	432.8 ± 1.9	414.7 ± 2.3	414.3 ± 2.9	411.5 ± 3.5	418.2 ± 6.6	440.6 ± 6.1	401.6 ± 8.7	423.2 ± 1.0
All students									
Metropolitan	428.8 ± 2.3	436.3 ± 2.3	415.6 ± 3.1	417.4 ± 3.7	413.2 ± 4.5	422.6 ± 10.9	438.9 ± 6.3	..	425.8 ± 1.3
Provincial	404.4 ± 2.9	416.9 ± 3.0	398.4 ± 3.1	389.5 ± 5.3	394.6 ± 5.6	410.7 ± 8.6	np	390.0 ± 15.0	403.7 ± 1.6
Remote	366.5 ± 21.4	397.5 ± 28.5	380.1 ± 12.2	363.7 ± 13.2	401.4 ± 9.0	387.0 ± 27.5	..	356.0 ± 30.8	372.6 ± 7.7
Very remote	367.3 ± 43.1	..	336.0 ± 14.9	316.6 ± 20.3	309.0 ± 51.6	np	..	202.3 ± 35.7	288.2 ± 17.5
Total	422.9 ± 2.0	431.7 ± 1.9	409.4 ± 2.4	406.3 ± 3.3	407.3 ± 3.7	415.7 ± 6.8	438.7 ± 6.3	332.0 ± 21.8	418.3 ± 1.1
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	452.1 ± 4.1	464.9 ± 7.9	440.5 ± 5.6	424.3 ± 6.7	433.4 ± 8.2	454.3 ± 16.9	463.9 ± 15.4	..	444.8 ± 2.9
Provincial	433.3 ± 4.7	456.5 ± 8.4	438.3 ± 6.9	402.6 ± 12.1	413.4 ± 11.9	446.6 ± 11.7	np	430.3 ± 14.5	433.7 ± 3.3
Remote	394.9 ± 17.4	np	407.5 ± 21.7	383.4 ± 12.6	np	np	..	376.9 ± 17.4	391.4 ± 8.7

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	414.8 ± 26.7	..	379.1 ± 13.7	355.5 ± 13.9	314.2 ± 21.5	np	..	293.4 ± 15.7	333.5 ± 11.7
Total	440.4 ± 3.3	460.4 ± 5.7	431.3 ± 4.5	395.6 ± 6.6	412.0 ± 9.7	449.2 ± 9.7	461.4 ± 15.2	339.4 ± 16.4	422.1 ± 3.4
Non-Indigenous students									
Metropolitan	510.6 ± 2.4	513.2 ± 2.2	504.8 ± 2.7	503.7 ± 3.3	496.3 ± 3.9	507.4 ± 10.1	524.1 ± 6.0	..	508.7 ± 1.2
Provincial	495.7 ± 2.5	502.1 ± 2.5	491.8 ± 2.5	485.1 ± 4.2	483.7 ± 4.7	494.4 ± 6.7	np	486.3 ± 8.5	494.3 ± 1.3
Remote	497.8 ± 12.7	496.7 ± 19.1	486.2 ± 7.0	484.0 ± 9.0	486.5 ± 7.1	498.0 ± 29.1	..	495.1 ± 11.0	487.9 ± 4.4
Very remote	np	..	484.8 ± 13.6	475.3 ± 9.5	477.0 ± 24.9	np	..	500.6 ± 12.0	482.8 ± 7.6
Total	507.3 ± 1.9	510.6 ± 1.8	501.0 ± 2.0	498.9 ± 2.8	493.0 ± 3.1	500.4 ± 6.0	524.1 ± 6.0	489.1 ± 6.7	505.0 ± 1.0
All students									
Metropolitan	508.9 ± 2.4	512.7 ± 2.2	501.6 ± 2.8	500.7 ± 3.5	494.4 ± 4.0	504.4 ± 10.4	522.1 ± 6.0	..	506.7 ± 1.2
Provincial	488.7 ± 2.8	500.5 ± 2.6	486.6 ± 2.8	478.3 ± 4.9	479.8 ± 5.0	492.6 ± 8.4	np	478.5 ± 11.5	489.3 ± 1.5
Remote	459.6 ± 21.8	495.6 ± 17.2	467.7 ± 12.1	458.5 ± 12.6	483.8 ± 6.8	491.5 ± 26.4	..	447.5 ± 21.3	463.4 ± 6.8
Very remote	456.9 ± 34.2	..	422.7 ± 18.3	406.5 ± 20.2	397.0 ± 41.6	np	..	317.1 ± 28.0	383.2 ± 14.7
Total	504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	504.5 ± 4.2	500.7 ± 8.7	493.7 ± 5.1	486.1 ± 6.3	491.7 ± 7.5	506.8 ± 11.6	516.2 ± 17.4	..	498.4 ± 2.5
Provincial	489.5 ± 3.7	492.6 ± 6.0	494.3 ± 6.1	478.4 ± 7.8	486.5 ± 10.4	508.9 ± 7.8	..	473.1 ± 15.1	489.6 ± 2.8
Remote	461.1 ± 11.2	np	452.8 ± 16.7	465.0 ± 13.4	474.0 ± 30.3	np	..	441.6 ± 19.5	456.4 ± 9.7
Very remote	np	..	441.7 ± 13.5	424.2 ± 9.7	405.9 ± 45.7	np	..	357.0 ± 19.0	396.1 ± 13.8
Total	495.4 ± 3.0	496.7 ± 5.4	486.1 ± 4.3	466.1 ± 5.4	480.6 ± 8.3	508.4 ± 6.7	516.2 ± 17.4	401.2 ± 19.9	479.0 ± 3.7
Non-Indigenous students									
Metropolitan	554.7 ± 3.7	554.6 ± 3.2	549.5 ± 2.7	554.5 ± 3.9	547.2 ± 3.4	551.1 ± 11.2	568.9 ± 8.5	..	553.6 ± 1.7
Provincial	539.1 ± 3.0	540.5 ± 3.3	537.0 ± 2.5	540.2 ± 4.3	535.5 ± 3.7	540.9 ± 7.8	..	529.2 ± 13.7	538.8 ± 1.5

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	519.4 ± 14.0	543.7 ± 21.8	523.9 ± 7.0	535.2 ± 6.4	530.9 ± 7.4	np	..	555.3 ± 22.8	534.0 ± 6.1
Very remote	np	..	523.3 ± 11.7	528.2 ± 11.8	530.1 ± 19.3	np	..	546.5 ± 24.2	529.0 ± 7.8
Total	551.1 ± 3.0	551.3 ± 2.6	545.7 ± 2.1	550.5 ± 3.1	543.7 ± 2.7	545.4 ± 6.7	568.9 ± 8.5	535.5 ± 12.8	549.8 ± 1.4
All students									
Metropolitan	553.2 ± 3.7	553.9 ± 3.2	546.8 ± 2.8	551.6 ± 4.0	545.5 ± 3.5	548.0 ± 11.5	567.3 ± 8.7	..	551.9 ± 1.7
Provincial	533.6 ± 3.2	538.7 ± 3.4	533.0 ± 2.6	534.8 ± 4.7	532.6 ± 3.8	538.7 ± 7.7	..	522.0 ± 16.6	534.7 ± 1.6
Remote	491.0 ± 18.5	541.8 ± 20.3	505.2 ± 11.2	515.0 ± 10.2	527.3 ± 9.1	np	..	503.7 ± 39.1	511.6 ± 8.5
Very remote	479.2 ± 38.4	..	472.6 ± 14.8	462.8 ± 15.7	465.2 ± 47.5	np	..	373.5 ± 26.4	434.2 ± 15.7
Total	548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	537.4 ± 4.7	544.0 ± 7.0	530.8 ± 5.8	530.9 ± 9.2	521.9 ± 9.6	538.3 ± 13.4	540.3 ± 14.4	..	533.9 ± 3.0
Provincial	524.7 ± 4.0	536.8 ± 7.1	519.5 ± 5.9	515.5 ± 11.2	519.9 ± 10.2	541.2 ± 9.5	..	514.7 ± 13.0	523.5 ± 2.9
Remote	491.0 ± 11.8	np	485.6 ± 23.4	495.0 ± 16.5	np	np	..	469.2 ± 30.1	486.8 ± 11.2
Very remote	np	..	479.5 ± 15.0	464.8 ± 19.0	478.5 ± 31.1	np	..	380.0 ± 19.7	431.9 ± 16.5
Total	529.2 ± 3.1	540.3 ± 4.9	521.3 ± 4.3	508.4 ± 7.6	516.7 ± 6.7	539.7 ± 7.5	540.3 ± 14.4	437.8 ± 22.9	517.4 ± 3.2
Non-Indigenous students									
Metropolitan	591.7 ± 3.6	589.9 ± 3.6	578.8 ± 3.9	594.3 ± 5.5	579.3 ± 6.0	582.3 ± 12.4	599.1 ± 8.5	..	588.1 ± 1.9
Provincial	573.6 ± 3.2	574.9 ± 3.7	567.1 ± 3.2	577.4 ± 6.3	566.2 ± 5.0	571.2 ± 8.0	..	571.7 ± 15.0	572.1 ± 1.7
Remote	543.0 ± 11.5	590.8 ± 21.8	554.8 ± 8.9	570.3 ± 10.4	557.6 ± 18.6	np	..	577.3 ± 19.0	563.8 ± 7.4
Very remote	np	..	556.6 ± 8.0	562.9 ± 8.8	559.7 ± 13.2	np	..	560.2 ± 13.3	558.2 ± 5.6
Total	587.5 ± 3.0	586.3 ± 2.9	575.4 ± 3.0	590.0 ± 4.5	575.5 ± 4.7	575.8 ± 7.1	599.1 ± 8.5	572.4 ± 12.0	583.9 ± 1.5
All students									
Metropolitan	589.7 ± 3.6	589.3 ± 3.6	576.3 ± 4.0	591.9 ± 5.6	577.6 ± 6.3	579.3 ± 12.8	597.3 ± 8.6	..	586.3 ± 1.9

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	568.2 ± 3.4	573.6 ± 3.8	562.3 ± 3.4	571.7 ± 7.3	563.0 ± 5.6	569.3 ± 8.3	..	563.5 ± 15.8	568.0 ± 1.9
Remote	518.7 ± 14.6	587.8 ± 23.2	535.2 ± 14.7	547.7 ± 13.3	554.6 ± 20.9	np	..	534.7 ± 32.4	542.0 ± 8.6
Very remote	503.1 ± 34.2	..	512.2 ± 18.7	500.7 ± 23.5	517.2 ± 28.9	np	..	398.8 ± 29.8	471.4 ± 18.0
Total	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.58.
- .. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	462.5 ± 1.7	463.2 ± 1.8	451.0 ± 2.2	449.9 ± 2.8	449.1 ± 3.5	472.8 ± 7.3	463.4 ± 5.1	432.6 ± 9.0	458.5 ± 1.0
Advanced diploma/diploma	422.3 ± 1.8	425.3 ± 2.0	412.1 ± 2.3	408.9 ± 3.3	411.3 ± 4.0	432.5 ± 7.4	412.4 ± 7.7	390.2 ± 11.7	418.7 ± 1.0
Certificate I to IV (e)	398.3 ± 1.5	408.3 ± 1.7	394.6 ± 1.9	391.3 ± 2.9	392.1 ± 3.1	396.3 ± 5.4	402.3 ± 8.0	355.4 ± 12.6	398.1 ± 0.9
Year 12 or equivalent	395.4 ± 3.2	411.3 ± 3.1	388.3 ± 2.9	391.7 ± 4.0	393.4 ± 5.4	387.4 ± 9.5	408.4 ± 9.5	355.2 ± 19.0	396.5 ± 1.6
Year 11 or equivalent or below	359.6 ± 2.3	376.9 ± 3.0	354.6 ± 3.1	347.5 ± 4.9	354.9 ± 4.7	362.4 ± 7.1	397.4 ± 37.6	249.2 ± 17.8	359.1 ± 1.6
Not stated (f)	406.3 ± 6.5	439.8 ± 8.8	388.2 ± 6.2	375.4 ± 7.7	382.8 ± 8.1	425.1 ± 22.1	429.5 ± 10.8	245.2 ± 62.8	389.6 ± 4.7
Parental occupation (g)									
Senior management and qualified professionals	463.7 ± 1.9	468.6 ± 2.0	450.7 ± 2.4	448.8 ± 3.1	452.0 ± 3.8	468.4 ± 7.9	464.6 ± 6.6	421.2 ± 14.4	459.6 ± 1.1
Other business managers and associate professionals	437.5 ± 1.7	443.2 ± 1.8	424.8 ± 2.1	420.9 ± 3.1	422.6 ± 3.5	433.8 ± 6.7	437.0 ± 6.1	392.6 ± 14.7	433.6 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	408.3 ± 1.6	419.9 ± 1.8	401.2 ± 2.0	399.7 ± 3.0	401.1 ± 3.2	410.4 ± 6.4	420.1 ± 8.5	371.1 ± 12.0	408.1 ± 1.0
Machine operators, hospitality staff, assistants, labourers	389.0 ± 2.2	399.5 ± 2.2	377.7 ± 2.6	378.7 ± 3.8	382.7 ± 4.1	380.3 ± 6.1	389.0 ± 12.1	306.3 ± 20.3	387.3 ± 1.3
Not in paid work in previous 12 months	369.5 ± 2.7	386.5 ± 3.0	358.3 ± 4.0	358.8 ± 6.5	367.4 ± 6.5	360.9 ± 9.4	385.9 ± 15.6	253.4 ± 19.9	370.1 ± 1.8
Not stated (h)	392.1 ± 4.5	441.0 ± 10.3	386.3 ± 4.6	377.9 ± 5.6	374.5 ± 5.9	408.5 ± 19.4	415.4 ± 8.8	226.4 ± 39.0	385.3 ± 3.2
Year 5									
Parental education (d)									
Bachelor degree or above	543.7 ± 2.1	540.6 ± 1.7	534.5 ± 2.1	532.9 ± 2.8	527.1 ± 3.5	550.6 ± 6.3	547.0 ± 5.9	513.9 ± 7.9	539.1 ± 1.0
Advanced diploma/diploma	504.3 ± 1.7	505.0 ± 1.9	498.7 ± 2.2	494.4 ± 2.8	494.4 ± 3.4	511.7 ± 6.9	499.6 ± 6.8	486.2 ± 8.2	501.6 ± 1.0
Certificate I to IV (e)	481.1 ± 1.4	489.3 ± 1.6	482.7 ± 1.7	477.9 ± 2.5	477.1 ± 2.6	484.3 ± 4.5	489.7 ± 5.9	452.4 ± 10.4	482.7 ± 0.8

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	481.5 ± 2.9	490.0 ± 3.0	478.7 ± 2.5	476.9 ± 3.7	479.3 ± 4.1	479.8 ± 9.1	492.3 ± 8.3	454.9 ± 13.4	482.2 ± 1.4
Year 11 or equivalent or below	448.5 ± 2.1	467.5 ± 2.4	447.5 ± 2.8	441.3 ± 4.0	443.3 ± 4.6	445.4 ± 6.3	469.7 ± 23.2	368.0 ± 17.5	450.4 ± 1.3
Not stated (f)	487.3 ± 5.0	519.3 ± 7.3	479.5 ± 5.9	464.6 ± 7.6	468.8 ± 5.9	504.6 ± 30.4	513.5 ± 12.0	355.3 ± 42.0	477.5 ± 3.9
Parental occupation (g)									
Senior management and qualified professionals	544.3 ± 2.2	545.0 ± 1.9	534.1 ± 2.3	531.3 ± 3.1	528.3 ± 3.9	546.3 ± 7.0	548.1 ± 6.9	505.0 ± 11.0	539.7 ± 1.1
Other business managers and associate professionals	517.0 ± 1.7	519.4 ± 1.7	509.1 ± 1.9	504.9 ± 2.6	503.0 ± 3.0	514.5 ± 5.8	521.8 ± 5.4	481.8 ± 16.1	513.8 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	491.1 ± 1.5	498.9 ± 1.6	487.4 ± 1.7	482.6 ± 2.7	484.8 ± 2.9	490.2 ± 5.2	492.4 ± 6.1	464.2 ± 8.8	490.8 ± 0.9
Machine operators, hospitality staff, assistants, labourers	471.1 ± 1.9	482.0 ± 2.1	466.6 ± 2.5	463.3 ± 3.3	466.2 ± 3.5	468.4 ± 6.1	479.7 ± 11.8	408.0 ± 19.4	471.6 ± 1.1
Not in paid work in previous 12 months	455.5 ± 2.7	470.1 ± 2.6	449.2 ± 4.3	447.2 ± 5.8	454.3 ± 5.9	442.0 ± 8.5	484.2 ± 15.4	370.1 ± 19.0	457.2 ± 1.6
Not stated (h)	476.4 ± 3.8	520.4 ± 8.7	475.6 ± 4.6	468.0 ± 5.4	462.1 ± 5.2	490.5 ± 24.7	504.0 ± 10.4	345.3 ± 25.5	473.2 ± 2.8
Year 7									
Parental education (d)									
Bachelor degree or above	585.3 ± 3.7	580.0 ± 2.5	577.1 ± 2.4	581.2 ± 3.2	575.9 ± 3.1	586.9 ± 5.1	590.3 ± 6.4	562.6 ± 13.2	581.7 ± 1.6
Advanced diploma/diploma	548.0 ± 2.3	546.3 ± 1.9	544.5 ± 2.2	548.5 ± 2.6	543.3 ± 3.0	554.0 ± 6.6	550.9 ± 7.9	526.3 ± 10.5	546.7 ± 1.1
Certificate I to IV (e)	528.3 ± 1.6	530.5 ± 1.7	528.0 ± 1.6	532.2 ± 2.3	531.2 ± 2.3	531.4 ± 4.4	533.4 ± 7.5	504.7 ± 11.7	529.3 ± 0.8
Year 12 or equivalent	531.9 ± 3.2	537.3 ± 5.3	526.9 ± 2.4	529.9 ± 3.7	532.0 ± 3.5	523.7 ± 9.2	535.4 ± 10.7	507.1 ± 16.4	531.9 ± 1.9
Year 11 or equivalent or below	500.2 ± 2.2	511.6 ± 2.6	501.0 ± 2.8	501.8 ± 3.3	505.6 ± 3.1	506.5 ± 5.7	540.8 ± 44.3	437.6 ± 19.0	503.4 ± 1.4
Not stated (f)	539.1 ± 6.1	569.1 ± 7.1	532.2 ± 6.2	523.6 ± 6.5	528.1 ± 5.3	540.5 ± 11.1	561.0 ± 13.3	410.9 ± 49.6	532.1 ± 4.0

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	584.3 ± 3.5	582.6 ± 2.8	576.2 ± 2.6	578.6 ± 3.7	573.0 ± 3.7	580.0 ± 7.4	590.2 ± 7.7	555.2 ± 13.8	581.1 ± 1.6
Other business managers and associate professionals	558.6 ± 2.6	558.0 ± 2.3	551.9 ± 2.0	553.8 ± 2.6	552.9 ± 2.8	558.3 ± 5.7	563.8 ± 5.3	542.0 ± 11.9	556.5 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	535.4 ± 2.0	539.9 ± 1.7	532.2 ± 1.8	536.8 ± 2.4	536.4 ± 2.6	538.5 ± 4.6	547.7 ± 10.5	504.4 ± 11.6	536.2 ± 1.0
Machine operators, hospitality staff, assistants, labourers	520.6 ± 2.6	523.4 ± 2.2	514.8 ± 2.3	520.4 ± 3.1	523.4 ± 2.7	518.2 ± 4.6	514.5 ± 12.3	469.9 ± 17.0	520.2 ± 1.3
Not in paid work in previous 12 months	505.8 ± 2.9	511.5 ± 2.8	505.1 ± 3.8	501.0 ± 5.2	509.0 ± 4.9	498.8 ± 7.1	531.2 ± 16.2	416.5 ± 20.1	506.2 ± 1.6
Not stated (h)	526.9 ± 4.9	567.5 ± 7.6	524.7 ± 4.2	522.7 ± 5.1	520.3 ± 4.6	535.9 ± 10.9	537.8 ± 13.9	398.1 ± 27.8	525.2 ± 3.1
Year 9									
Parental education (d)									
Bachelor degree or above	622.5 ± 3.4	617.0 ± 3.3	606.3 ± 3.4	620.4 ± 5.3	607.6 ± 5.1	621.8 ± 6.8	623.1 ± 6.6	597.9 ± 10.7	616.7 ± 1.7
Advanced diploma/diploma	588.0 ± 2.3	583.6 ± 2.3	575.3 ± 2.2	587.9 ± 3.3	576.2 ± 3.8	588.3 ± 6.5	581.6 ± 7.1	568.5 ± 8.5	583.3 ± 1.2
Certificate I to IV (e)	565.7 ± 1.7	567.9 ± 1.8	559.9 ± 1.9	572.4 ± 3.0	562.9 ± 3.4	564.4 ± 4.4	566.8 ± 6.9	545.8 ± 11.2	565.2 ± 0.9
Year 12 or equivalent	571.8 ± 3.2	575.4 ± 4.7	559.9 ± 2.8	577.0 ± 4.4	563.2 ± 4.9	563.5 ± 12.4	575.1 ± 8.5	554.9 ± 14.1	569.7 ± 1.9
Year 11 or equivalent or below	538.3 ± 2.4	549.0 ± 2.6	536.5 ± 2.8	542.9 ± 4.2	538.0 ± 4.5	537.0 ± 5.7	557.3 ± 33.7	481.5 ± 20.0	540.5 ± 1.4
Not stated (f)	570.5 ± 5.7	596.1 ± 6.5	559.7 ± 5.7	566.7 ± 10.7	564.3 ± 8.0	568.2 ± 18.0	587.2 ± 12.3	450.3 ± 50.6	565.4 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	620.1 ± 3.2	618.6 ± 3.3	605.1 ± 3.6	616.9 ± 5.3	604.2 ± 5.3	619.3 ± 7.2	618.4 ± 8.9	584.9 ± 12.8	614.9 ± 1.7

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other business managers and associate professionals	595.5 ± 2.6	594.2 ± 2.6	581.0 ± 2.2	593.9 ± 3.5	584.1 ± 3.9	588.6 ± 5.8	596.0 ± 8.0	581.9 ± 13.0	591.0 ± 1.3
Tradespeople, clerks, skilled office, sales and service staff	573.5 ± 2.1	575.8 ± 2.1	563.9 ± 2.1	576.4 ± 3.4	567.7 ± 3.4	565.8 ± 5.3	576.5 ± 8.7	544.9 ± 10.4	571.5 ± 1.1
Machine operators, hospitality staff, assistants, labourers	558.8 ± 3.0	561.8 ± 2.7	547.0 ± 2.6	558.7 ± 3.9	554.2 ± 4.0	551.0 ± 5.5	559.2 ± 10.5	512.2 ± 17.8	556.5 ± 1.4
Not in paid work in previous 12 months	542.2 ± 3.1	549.0 ± 3.2	536.6 ± 4.0	539.1 ± 7.5	541.6 ± 5.4	527.7 ± 8.0	551.1 ± 20.3	458.6 ± 24.0	542.2 ± 1.8
Not stated (h)	563.0 ± 4.6	597.8 ± 7.6	554.3 ± 4.9	563.5 ± 8.8	551.5 ± 7.0	561.8 ± 14.6	574.4 ± 11.4	437.5 ± 30.3	559.3 ± 3.1

(a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.

(c) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.59

(d) The higher level of school or non-school education that either parent/guardian has completed is reported.

(e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(f) Parental education may not have been stated on enrolment forms.

(g) The higher occupational group of either parent/guardian is reported.

(h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.42

Table 4A.42 Participation rate in reading assessment, 2014, by Indigenous status (per cent) (a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	94.8	87.5	89.6	84.8	81.3	95.3	85.2	77.4	89.0
Non-Indigenous students	97.3	94.9	94.1	96.0	93.5	96.4	93.3	96.0	95.5
All students	97.1	94.4	93.3	95.0	92.8	95.5	93.0	88.4	94.9
Year 5									
Aboriginal and Torres Strait Islander students	95.1	89.0	90.6	84.8	83.9	93.7	87.1	80.7	89.8
Non-Indigenous students	97.7	95.5	94.7	96.7	94.6	96.7	94.0	96.6	96.1
All students	97.5	95.2	94.0	95.8	94.1	95.6	93.7	89.6	95.6
Year 7									
Aboriginal and Torres Strait Islander students	89.9	85.1	88.7	82.3	82.7	92.8	83.6	79.2	86.6
Non-Indigenous students	97.1	95.2	94.0	96.8	94.4	95.9	94.8	95.4	95.8
All students	96.7	94.9	93.1	95.6	93.8	95.1	94.5	88.4	95.1
Year 9									
Aboriginal and Torres Strait Islander students	79.5	77.4	80.9	70.8	66.5	86.1	72.3	68.4	77.2
Non-Indigenous students	94.8	91.5	90.2	95.6	91.0	93.0	90.1	94.8	92.7
All students	93.9	91.1	89.1	93.7	89.8	91.9	89.4	84.6	91.7

- (a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (c) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.60.

Table 4A.42 **Participation rate in reading assessment, 2014, by Indigenous status (per cent) (a), (b), (c)**

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.43 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	5.7	1.9	1.1	4.6	1.2	2.3	1.8	2.5
Absent	3.2	6.2	4.7	13.1	11.1	2.8	6.3	17.8	7.0
Withdrawn	2.0	6.3	5.7	2.0	7.6	1.8	8.6	4.8	4.0
Assessed	92.0	81.8	87.7	83.8	76.7	94.2	82.8	75.6	86.5
Non-Indigenous students									
Exempt	1.5	2.8	1.4	1.3	2.2	2.0	1.8	3.2	1.9
Absent	1.5	2.5	1.9	2.1	2.6	2.7	2.0	1.7	2.0
Withdrawn	1.2	2.6	4.1	1.9	3.9	0.8	4.7	2.4	2.5
Assessed	95.8	92.1	92.6	94.7	91.3	94.5	91.5	92.7	93.6
All students									
Exempt	1.6	3.1	1.5	1.3	2.3	1.9	1.8	2.5	2.0
Absent	1.6	2.7	2.4	3.0	3.1	2.7	2.1	8.2	2.4
Withdrawn	1.3	2.9	4.4	1.9	4.1	1.8	4.9	3.4	2.7
Assessed	95.5	91.3	91.7	93.8	90.5	93.6	91.2	85.9	92.9
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	3.1	7.0	2.8	1.2	3.8	1.6	2.7	2.4	2.9
Absent	3.5	5.5	4.5	13.9	9.7	5.2	4.8	18.1	7.1
Withdrawn	1.4	5.6	4.9	1.3	6.4	1.1	8.2	1.3	3.0
Assessed	92.0	81.9	87.8	83.6	80.1	92.1	84.3	78.2	87.0
Non-Indigenous students									
Exempt	1.6	2.8	1.5	1.3	1.9	1.6	1.6	3.1	1.9
Absent	1.5	2.4	1.9	2.0	2.5	2.5	2.4	1.6	2.0
Withdrawn	0.8	2.0	3.3	1.3	2.9	0.8	3.7	1.8	1.9
Assessed	96.1	92.8	93.3	95.4	92.7	95.1	92.3	93.5	94.2
All students									
Exempt	1.7	3.1	1.6	1.3	2.2	1.7	1.7	2.7	2.0
Absent	1.6	2.6	2.4	2.9	2.9	2.7	2.5	8.7	2.3
Withdrawn	0.9	2.2	3.6	1.3	3.0	1.7	3.8	1.6	2.1
Assessed	95.8	92.1	92.4	94.5	91.9	93.9	92.0	87.0	93.6
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.3	5.4	3.3	1.6	2.1	1.7	7.4	3.7	2.8
Absent	8.8	11.7	6.4	16.6	11.9	6.6	9.8	19.0	10.9
Withdrawn	1.2	3.1	5.0	1.0	5.5	0.6	6.6	1.8	2.5
Assessed	87.7	79.8	85.3	80.8	80.5	91.1	76.2	75.5	83.8
Non-Indigenous students									

Table 4A.43 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Exempt	1.4	2.2	1.8	1.2	1.8	1.4	1.7	2.1	1.7
Absent	2.4	3.5	2.2	2.3	3.2	3.6	2.5	3.2	2.8
Withdrawn	0.5	1.3	3.8	0.9	2.4	0.5	2.7	1.4	1.5
Assessed	95.7	93.0	92.2	95.6	92.6	94.5	93.1	93.3	94.0
All students									
Exempt	1.5	2.3	1.9	1.2	1.9	1.4	1.9	2.7	1.8
Absent	2.8	3.7	2.7	3.5	3.7	3.8	2.7	10.0	3.3
Withdrawn	0.6	1.4	4.1	1.0	2.6	1.1	2.8	1.5	1.6
Assessed	95.1	92.6	91.3	94.3	91.8	93.7	92.6	85.8	93.3
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.4	4.7	3.1	1.4	3.3	2.4	2.3	2.3	2.7
Absent	18.5	19.7	13.2	27.6	26.0	13.7	18.5	28.4	19.2
Withdrawn	2.0	2.9	5.9	1.6	7.5	0.2	9.2	3.2	3.6
Assessed	77.1	72.7	77.8	69.4	63.2	83.7	70.0	66.1	74.5
Non-Indigenous students									
Exempt	1.3	2.3	1.6	1.2	2.3	1.4	1.8	2.2	1.7
Absent	4.5	6.6	4.4	4.0	6.1	6.6	5.4	3.7	5.1
Withdrawn	0.7	1.9	5.4	0.4	2.9	0.4	4.5	1.5	2.2
Assessed	93.5	89.2	88.6	94.4	88.7	91.6	88.3	92.6	91.0
All students									
Exempt	1.4	2.3	1.7	1.3	2.4	1.5	1.7	2.1	1.8
Absent	5.3	6.9	5.2	5.7	7.1	7.3	5.8	13.2	6.0
Withdrawn	0.8	2.0	5.6	0.6	3.1	0.8	4.8	2.2	2.4
Assessed	92.5	88.8	87.5	92.4	87.4	90.4	87.7	82.5	89.8

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

(d) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.61.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.44

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	412.3 ± 1.8	424.0 ± 1.8	422.9 ± 2.0	■	■
At or above NMS	%	95.1 ± 0.3	96.3 ± 0.3	94.7 ± 0.3	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	347.5 ± 3.6	363.6 ± 3.4	355.2 ± 3.4	■	■
At or above NMS	%	83.5 ± 1.8	88.6 ± 1.5	83.2 ± 1.5	■	▽
Non-Indigenous students						
Mean scale score	no.	414.9 ± 1.7	427.2 ± 1.8	426.6 ± 1.9	■	■
At or above NMS	%	95.7 ± 0.2	96.8 ± 0.2	95.4 ± 0.3	■	▽
LBOTE students (d)						
At or above NMS	%	94.5 ± 0.6	95.9 ± 0.4	94.3 ± 0.5	■	▽
Male students						
At or above NMS	%	93.8 ± 0.4	95.1 ± 0.4	93.2 ± 0.4	■	▽
Female students						
At or above NMS	%	96.5 ± 0.3	97.6 ± 0.2	96.2 ± 0.3	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	494.7 ± 1.9	506.4 ± 1.7	504.0 ± 2.0	■	■
At or above NMS	%	93.5 ± 0.4	96.8 ± 0.2	93.7 ± 0.4	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	432.8 ± 3.5	456.0 ± 2.6	440.4 ± 3.3	■	▽
At or above NMS	%	77.6 ± 2.0	91.0 ± 1.0	79.0 ± 1.8	■	▼
Non-Indigenous students						
Mean scale score	no.	497.4 ± 1.8	509.1 ± 1.7	507.3 ± 1.9	■	■
At or above NMS	%	94.4 ± 0.3	97.2 ± 0.2	94.5 ± 0.3	■	▽
LBOTE students (d)						
At or above NMS	%	91.2 ± 0.9	96.4 ± 0.4	93.0 ± 0.6	■	▽
Male students						
At or above NMS	%	92.1 ± 0.5	95.8 ± 0.3	92.0 ± 0.5	■	▽
Female students						
At or above NMS	%	95.0 ± 0.4	97.9 ± 0.2	95.5 ± 0.3	■	▽

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	542.5 ± 3.0	544.1 ± 2.9	548.3 ± 3.0	■	■
At or above NMS	%	95.4 ± 0.4	94.7 ± 0.4	95.4 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	486.5 ± 3.5	487.4 ± 3.0	495.4 ± 3.0	■	■
At or above NMS	%	82.4 ± 1.8	81.0 ± 1.8	86.1 ± 1.4	■	△
Non-Indigenous students						
Mean scale score	no.	544.9 ± 2.9	547.1 ± 2.9	551.1 ± 3.0	■	■
At or above NMS	%	96.1 ± 0.4	95.5 ± 0.4	95.9 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	94.0 ± 1.0	94.1 ± 0.8	94.6 ± 0.8	■	■
Male students						
At or above NMS	%	94.2 ± 0.5	93.5 ± 0.6	94.0 ± 0.6	■	■
Female students						
At or above NMS	%	96.7 ± 0.4	96.1 ± 0.4	96.9 ± 0.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	583.1 ± 2.8	584.0 ± 2.7	584.3 ± 2.9	■	■
At or above NMS	%	94.4 ± 0.5	94.1 ± 0.5	92.6 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	531.7 ± 3.6	531.1 ± 3.1	529.2 ± 3.1	■	■
At or above NMS	%	82.3 ± 2.2	80.4 ± 1.7	77.3 ± 1.9	■	■
Non-Indigenous students						
Mean scale score	no.	585.5 ± 2.8	587.1 ± 2.7	587.5 ± 3.0	■	■
At or above NMS	%	95.1 ± 0.4	94.9 ± 0.4	93.5 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	92.3 ± 1.1	93.6 ± 0.9	92.3 ± 1.1	■	■
Male students						
At or above NMS	%	93.1 ± 0.6	92.5 ± 0.7	90.6 ± 0.8	▽	■
Female students						
At or above NMS	%	95.8 ± 0.5	95.7 ± 0.4	94.7 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.45

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	419.9 ± 1.6	434.1 ± 1.9	431.7 ± 1.9	■	■
At or above NMS	%	95.2 ± 0.2	96.0 ± 0.4	94.6 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	368.9 ± 6.3	380.1 ± 5.5	371.4 ± 6.5	■	■
At or above NMS	%	88.1 ± 2.8	87.5 ± 2.6	85.3 ± 2.7	■	■
Non-Indigenous students						
Mean scale score	no.	420.6 ± 1.6	435.0 ± 1.8	432.8 ± 1.9	■	■
At or above NMS	%	95.6 ± 0.3	96.4 ± 0.4	95.0 ± 0.4	■	▽
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	95.1 ± 0.6	92.9 ± 0.8	■	▽
Male students						
At or above NMS	%	93.8 ± 0.5	94.6 ± 0.5	93.1 ± 0.6	■	■
Female students						
At or above NMS	%	96.8 ± 0.3	97.5 ± 0.3	96.2 ± 0.3	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	496.7 ± 1.6	510.1 ± 1.5	509.8 ± 1.8	■	■
At or above NMS	%	93.7 ± 0.3	96.5 ± 0.4	94.2 ± 0.5	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	449.7 ± 6.3	470.9 ± 4.1	460.4 ± 5.7	■	■
At or above NMS	%	83.0 ± 3.3	91.4 ± 2.0	82.9 ± 2.9	■	▽
Non-Indigenous students						
Mean scale score	no.	497.3 ± 1.6	510.7 ± 1.5	510.6 ± 1.8	■	■
At or above NMS	%	94.0 ± 0.4	96.8 ± 0.4	94.6 ± 0.5	■	▽
LBOTE students (d)						
At or above NMS	%	91.9 ± 0.7	95.5 ± 0.6	91.7 ± 0.8	■	▽
Male students						
At or above NMS	%	92.2 ± 0.5	95.5 ± 0.5	92.5 ± 0.7	■	▽
Female students						
At or above NMS	%	95.2 ± 0.4	97.6 ± 0.3	96.0 ± 0.4	■	▽

TABLE 4A.45

Table 4A.45 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	543.0 ± 2.6	546.9 ± 2.5	550.3 ± 2.6	■	■
At or above NMS	%	95.8 ± 0.3	95.6 ± 0.5	95.6 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	488.8 ± 5.5	499.7 ± 6.7	496.7 ± 5.4	■	■
At or above NMS	%	85.5 ± 3.2	86.2 ± 3.6	84.3 ± 2.9	■	■
Non-Indigenous students						
Mean scale score	no.	543.9 ± 2.6	547.6 ± 2.5	551.3 ± 2.6	■	■
At or above NMS	%	96.1 ± 0.4	95.9 ± 0.5	95.9 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	94.1 ± 0.8	94.0 ± 0.9	94.0 ± 1.1	■	■
Male students						
At or above NMS	%	94.7 ± 0.6	94.4 ± 0.7	94.2 ± 0.7	■	■
Female students						
At or above NMS	%	97.0 ± 0.4	97.0 ± 0.4	97.0 ± 0.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	584.6 ± 3.0	584.6 ± 2.6	585.5 ± 2.9	■	■
At or above NMS	%	94.7 ± 0.4	94.3 ± 0.6	93.3 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	536.0 ± 6.0	543.6 ± 4.3	540.3 ± 4.9	■	■
At or above NMS	%	79.9 ± 4.1	84.0 ± 3.0	81.8 ± 3.2	■	■
Non-Indigenous students						
Mean scale score	no.	585.2 ± 2.9	585.7 ± 2.6	586.3 ± 2.9	■	■
At or above NMS	%	95.0 ± 0.5	94.8 ± 0.5	93.5 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	92.8 ± 1.0	92.2 ± 1.2	91.3 ± 1.3	■	■
Male students						
At or above NMS	%	93.5 ± 0.7	93.0 ± 0.8	91.4 ± 0.9	■	■
Female students						
At or above NMS	%	95.8 ± 0.5	95.8 ± 0.5	95.2 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	371.1 ± 2.6	407.7 ± 2.3	409.4 ± 2.4	△	■
At or above NMS	%	87.1 ± 0.7	95.1 ± 0.4	93.4 ± 0.5	△	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	309.5 ± 7.6	349.8 ± 4.5	343.5 ± 4.3	△	■
At or above NMS	%	66.2 ± 3.3	85.2 ± 1.7	80.3 ± 2.0	△	▽
Non-Indigenous students						
Mean scale score	no.	375.9 ± 2.4	412.3 ± 2.2	414.7 ± 2.3	△	■
At or above NMS	%	88.7 ± 0.6	95.9 ± 0.3	94.5 ± 0.4	△	■
LBOTE students (d)						
At or above NMS	%	77.2 ± 3.2	91.7 ± 1.5	90.2 ± 1.4	▲	■
Male students						
At or above NMS	%	84.4 ± 0.9	93.6 ± 0.5	91.9 ± 0.6	△	■
Female students						
At or above NMS	%	90.0 ± 0.7	96.6 ± 0.4	94.9 ± 0.4	△	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	466.1 ± 2.3	497.0 ± 1.8	496.1 ± 2.2	△	■
At or above NMS	%	86.9 ± 0.7	96.2 ± 0.3	92.8 ± 0.5	△	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	404.4 ± 6.4	445.2 ± 3.5	431.3 ± 4.5	△	▽
At or above NMS	%	62.9 ± 3.2	87.7 ± 1.6	74.9 ± 2.4	△	▼
Non-Indigenous students						
Mean scale score	no.	470.9 ± 2.2	501.1 ± 1.7	501.0 ± 2.0	△	■
At or above NMS	%	88.8 ± 0.6	96.9 ± 0.3	94.3 ± 0.4	△	▽
LBOTE students (d)						
At or above NMS	%	74.2 ± 3.4	93.2 ± 1.3	87.8 ± 1.7	▲	▽
Male students						
At or above NMS	%	84.3 ± 0.9	95.1 ± 0.4	91.2 ± 0.7	△	▽
Female students						
At or above NMS	%	89.6 ± 0.7	97.3 ± 0.3	94.5 ± 0.5	△	▽

TABLE 4A.46

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	528.1 ± 2.1	533.5 ± 2.0	541.6 ± 2.2	Δ	■
At or above NMS	%	92.9 ± 0.5	93.6 ± 0.5	94.4 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	472.4 ± 7.6	479.6 ± 4.0	486.1 ± 4.3	Δ	■
At or above NMS	%	74.8 ± 3.2	76.6 ± 2.4	80.2 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	532.3 ± 2.0	537.5 ± 1.9	545.7 ± 2.1	Δ	■
At or above NMS	%	94.3 ± 0.4	94.9 ± 0.4	95.5 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	82.4 ± 2.8	87.4 ± 2.2	90.3 ± 1.9	Δ	■
Male students						
At or above NMS	%	91.2 ± 0.6	92.1 ± 0.7	93.2 ± 0.7	■	■
Female students						
At or above NMS	%	94.6 ± 0.6	95.2 ± 0.5	95.8 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	568.2 ± 3.3	572.4 ± 3.0	571.6 ± 3.1	■	■
At or above NMS	%	90.5 ± 0.9	92.7 ± 0.7	91.3 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	514.2 ± 9.3	523.2 ± 4.2	521.3 ± 4.3	■	■
At or above NMS	%	70.0 ± 4.0	76.3 ± 2.8	72.7 ± 2.8	■	■
Non-Indigenous students						
Mean scale score	no.	572.2 ± 3.1	575.9 ± 2.9	575.4 ± 3.0	■	■
At or above NMS	%	92.0 ± 0.8	93.8 ± 0.6	92.7 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	80.8 ± 3.7	87.1 ± 2.9	86.5 ± 2.6	Δ	■
Male students						
At or above NMS	%	88.6 ± 1.1	90.8 ± 0.9	89.1 ± 1.0	■	■
Female students						
At or above NMS	%	92.5 ± 0.8	94.6 ± 0.6	93.6 ± 0.7	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.47

Table 4A.47 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	386.7 ± 3.1	406.1 ± 3.0	406.3 ± 3.3	△	■
At or above NMS	%	89.4 ± 0.8	94.3 ± 0.6	91.8 ± 0.7	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	292.7 ± 7.1	320.8 ± 6.1	303.5 ± 7.3	■	▽
At or above NMS	%	57.3 ± 3.7	75.2 ± 3.4	63.1 ± 3.5	■	▽
Non-Indigenous students						
Mean scale score	no.	394.5 ± 2.7	413.1 ± 2.8	414.3 ± 2.9	△	■
At or above NMS	%	92.1 ± 0.6	95.7 ± 0.5	94.0 ± 0.5	■	▽
LBOTE students (d)						
At or above NMS	%	88.0 ± 2.1	92.7 ± 1.3	90.1 ± 1.5	■	▽
Male students						
At or above NMS	%	87.0 ± 1.0	92.9 ± 0.8	90.1 ± 0.9	■	▽
Female students						
At or above NMS	%	91.9 ± 0.8	95.7 ± 0.5	93.5 ± 0.7	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	473.6 ± 2.8	495.4 ± 2.5	491.7 ± 3.1	△	■
At or above NMS	%	89.1 ± 0.9	96.0 ± 0.5	91.2 ± 0.8	■	▼
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	381.3 ± 5.8	423.7 ± 5.1	395.6 ± 6.6	■	▽
At or above NMS	%	51.8 ± 3.4	79.0 ± 3.0	59.3 ± 3.7	■	▼
Non-Indigenous students						
Mean scale score	no.	481.4 ± 2.4	501.3 ± 2.3	498.9 ± 2.8	△	■
At or above NMS	%	92.2 ± 0.6	97.3 ± 0.4	93.6 ± 0.6	■	▼
LBOTE students (d)						
At or above NMS	%	86.1 ± 2.1	94.5 ± 1.2	88.5 ± 1.7	■	▽
Male students						
At or above NMS	%	87.1 ± 1.0	95.0 ± 0.7	89.4 ± 1.0	■	▽
Female students						
At or above NMS	%	91.1 ± 0.9	97.0 ± 0.4	93.1 ± 0.8	■	▼

TABLE 4A.47

Table 4A.47 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	527.0 ± 2.8	538.4 ± 3.2	544.1 ± 3.4	Δ	■
At or above NMS	%	92.7 ± 0.8	93.8 ± 0.7	94.8 ± 0.7	Δ	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	450.0 ± 5.7	460.1 ± 5.3	466.1 ± 5.4	Δ	■
At or above NMS	%	63.4 ± 3.7	68.2 ± 3.7	71.6 ± 3.5	Δ	■
Non-Indigenous students						
Mean scale score	no.	533.2 ± 2.6	544.5 ± 3.0	550.5 ± 3.1	Δ	■
At or above NMS	%	95.0 ± 0.5	95.7 ± 0.6	96.6 ± 0.5	Δ	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 2.0	91.4 ± 1.5	92.5 ± 1.5	■	■
Male students						
At or above NMS	%	91.0 ± 0.9	92.4 ± 1.0	93.6 ± 0.8	Δ	■
Female students						
At or above NMS	%	94.5 ± 0.7	95.3 ± 0.7	96.1 ± 0.6	Δ	■
<i>Year 9</i>						
All students						
Mean scale score	no.	569.8 ± 4.6	579.7 ± 4.6	584.4 ± 4.8	Δ	■
At or above NMS	%	91.8 ± 1.1	92.9 ± 1.0	92.9 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	498.3 ± 5.7	506.3 ± 5.8	508.4 ± 7.6	■	■
At or above NMS	%	62.8 ± 3.9	65.7 ± 4.0	65.9 ± 4.5	■	■
Non-Indigenous students						
Mean scale score	no.	575.6 ± 4.4	585.2 ± 4.4	590.0 ± 4.5	Δ	■
At or above NMS	%	94.0 ± 0.9	94.8 ± 0.8	95.0 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	89.6 ± 2.4	91.0 ± 2.2	91.1 ± 2.2	■	■
Male students						
At or above NMS	%	90.1 ± 1.3	91.4 ± 1.3	91.1 ± 1.4	■	■
Female students						
At or above NMS	%	93.5 ± 1.0	94.4 ± 1.0	94.8 ± 0.9	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.47 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 3.3	409.6 ± 3.4	407.3 ± 3.7	■	■
At or above NMS	%	91.5 ± 1.0	94.3 ± 0.7	91.8 ± 0.9	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	329.7 ± 8.7	331.0 ± 11.8	321.7 ± 10.5	■	■
At or above NMS	%	71.5 ± 4.4	76.7 ± 4.8	69.6 ± 4.5	■	▽
Non-Indigenous students						
Mean scale score	no.	403.9 ± 3.1	413.4 ± 3.3	411.5 ± 3.5	■	■
At or above NMS	%	92.5 ± 0.9	95.3 ± 0.6	93.0 ± 0.8	■	▽
LBOTE students (d)						
At or above NMS	%	85.5 ± 4.3	92.0 ± 2.2	86.9 ± 2.9	■	▽
Male students						
At or above NMS	%	89.6 ± 1.3	92.7 ± 1.0	90.0 ± 1.1	■	▽
Female students						
At or above NMS	%	93.5 ± 0.9	96.1 ± 0.6	93.7 ± 0.9	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	477.9 ± 3.0	491.9 ± 2.6	489.6 ± 3.3	■	■
At or above NMS	%	89.9 ± 1.1	95.7 ± 0.6	91.6 ± 0.9	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	405.9 ± 9.8	433.5 ± 7.3	412.0 ± 9.7	■	▽
At or above NMS	%	60.6 ± 5.9	82.4 ± 5.2	65.6 ± 5.4	■	▼
Non-Indigenous students						
Mean scale score	no.	481.0 ± 2.8	494.6 ± 2.5	493.0 ± 3.1	■	■
At or above NMS	%	91.3 ± 1.0	96.3 ± 0.6	92.9 ± 0.8	■	▽
LBOTE students (d)						
At or above NMS	%	81.3 ± 4.1	93.7 ± 1.9	86.1 ± 3.1	■	▼
Male students						
At or above NMS	%	88.2 ± 1.4	94.3 ± 0.9	89.8 ± 1.2	■	▽
Female students						
At or above NMS	%	91.7 ± 1.1	97.1 ± 0.6	93.6 ± 0.8	■	▽

TABLE 4A.48

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	533.5 ± 2.9	535.9 ± 2.9	541.1 ± 2.8	■	■
At or above NMS	%	93.4 ± 0.8	94.0 ± 0.7	95.0 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	464.9 ± 8.7	475.5 ± 6.6	480.6 ± 8.3	△	■
At or above NMS	%	69.6 ± 5.9	74.3 ± 4.5	80.3 ± 4.7	△	■
Non-Indigenous students						
Mean scale score	no.	536.4 ± 2.7	538.7 ± 2.8	543.7 ± 2.7	■	■
At or above NMS	%	94.4 ± 0.7	94.9 ± 0.7	95.8 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	85.3 ± 3.5	91.2 ± 2.0	90.7 ± 2.4	△	■
Male students						
At or above NMS	%	92.0 ± 1.0	92.4 ± 1.0	93.4 ± 0.9	■	■
Female students						
At or above NMS	%	94.8 ± 0.8	95.6 ± 0.7	96.7 ± 0.7	△	■
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 5.0	576.6 ± 4.4	573.0 ± 5.0	■	■
At or above NMS	%	91.7 ± 1.8	93.2 ± 1.2	90.3 ± 1.6	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	506.3 ± 10.1	524.5 ± 5.6	516.7 ± 6.7	■	■
At or above NMS	%	62.5 ± 6.5	76.3 ± 4.1	70.9 ± 4.3	■	■
Non-Indigenous students						
Mean scale score	no.	578.5 ± 4.6	578.6 ± 4.2	575.5 ± 4.7	■	■
At or above NMS	%	93.5 ± 1.1	93.9 ± 1.1	91.3 ± 1.5	■	▽
LBOTE students (d)						
At or above NMS	%	85.0 ± 4.8	89.9 ± 4.0	82.7 ± 7.0	■	■
Male students						
At or above NMS	%	90.4 ± 2.0	91.7 ± 1.5	87.9 ± 2.0	■	▽
Female students						
At or above NMS	%	92.9 ± 1.7	94.8 ± 1.0	92.8 ± 1.4	■	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.48 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.49 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	401.2 ± 4.9	414.9 ± 6.0	415.7 ± 6.8	■	■
At or above NMS	%	92.8 ± 1.0	94.6 ± 0.9	92.1 ± 1.1	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	376.6 ± 9.4	372.7 ± 8.8	375.6 ± 9.2	■	■
At or above NMS	%	88.4 ± 4.1	89.9 ± 3.4	88.1 ± 3.5	■	■
Non-Indigenous students						
Mean scale score	no.	403.4 ± 5.2	416.8 ± 5.8	418.2 ± 6.6	■	■
At or above NMS	%	93.0 ± 1.0	94.9 ± 0.9	92.4 ± 1.1	■	▽
LBOTE students (d)						
At or above NMS	%	88.9 ± 5.4	93.4 ± 3.8	87.2 ± 4.6	■	▽
Male students						
At or above NMS	%	92.0 ± 1.4	92.9 ± 1.5	90.5 ± 1.5	■	■
Female students						
At or above NMS	%	93.7 ± 1.2	96.4 ± 1.0	93.9 ± 1.0	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	476.4 ± 4.9	496.1 ± 4.6	497.9 ± 6.5	△	■
At or above NMS	%	89.7 ± 1.4	95.5 ± 0.9	91.3 ± 1.3	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	456.6 ± 9.8	462.5 ± 7.2	449.2 ± 9.7	■	■
At or above NMS	%	84.5 ± 4.5	89.8 ± 3.7	82.0 ± 5.1	■	▽
Non-Indigenous students						
Mean scale score	no.	480.1 ± 4.9	498.5 ± 4.6	500.4 ± 6.0	△	■
At or above NMS	%	90.7 ± 1.3	96.0 ± 0.8	92.0 ± 1.2	■	▽
LBOTE students (d)						
At or above NMS	%	83.8 ± 6.0	94.8 ± 2.5	86.8 ± 4.8	■	▼
Male students						
At or above NMS	%	88.7 ± 1.9	94.0 ± 1.2	88.8 ± 1.9	■	▽
Female students						
At or above NMS	%	90.7 ± 1.5	97.1 ± 0.9	93.9 ± 1.4	△	▽

TABLE 4A.49

Table 4A.49 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	534.2 ± 7.2	536.3 ± 6.6	542.9 ± 6.8	■	■
At or above NMS	%	93.9 ± 1.5	93.7 ± 1.3	94.7 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	513.8 ± 8.3	501.9 ± 6.9	508.4 ± 6.7	■	■
At or above NMS	%	89.0 ± 3.5	85.2 ± 4.4	89.1 ± 3.7	■	■
Non-Indigenous students						
Mean scale score	no.	536.6 ± 7.5	538.5 ± 6.3	545.4 ± 6.7	■	■
At or above NMS	%	94.4 ± 1.4	94.4 ± 1.2	95.1 ± 1.2	■	■
LBOTE students (d)						
At or above NMS	%	90.7 ± 4.9	91.0 ± 4.1	90.6 ± 4.5	■	■
Male students						
At or above NMS	%	93.0 ± 1.8	91.6 ± 1.9	93.1 ± 1.9	■	■
Female students						
At or above NMS	%	95.0 ± 1.5	95.9 ± 1.2	96.4 ± 0.9	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.8 ± 7.3	575.8 ± 6.5	573.4 ± 7.4	■	■
At or above NMS	%	93.0 ± 1.7	91.8 ± 1.7	90.5 ± 1.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	564.9 ± 9.4	539.9 ± 7.3	539.7 ± 7.5	▽	■
At or above NMS	%	90.7 ± 3.7	85.0 ± 4.7	82.5 ± 3.7	▽	■
Non-Indigenous students						
Mean scale score	no.	580.9 ± 7.4	579.9 ± 6.0	575.8 ± 7.1	■	■
At or above NMS	%	93.5 ± 1.4	92.7 ± 1.6	91.4 ± 1.8	■	■
LBOTE students (d)						
At or above NMS	%	87.3 ± 6.5	88.8 ± 6.6	85.0 ± 8.2	■	■
Male students						
At or above NMS	%	92.8 ± 2.0	89.6 ± 2.4	88.0 ± 2.4	▽	■
Female students						
At or above NMS	%	93.2 ± 1.8	94.1 ± 1.6	93.1 ± 1.6	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.49 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	421.0 ± 5.9	441.9 ± 6.8	438.7 ± 6.3	Δ	■
At or above NMS	%	94.4 ± 1.5	96.1 ± 1.1	95.4 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	359.5 ± 17.6	375.0 ± 16.3	359.1 ± 17.0	■	■
At or above NMS	%	84.9 ± 8.1	87.6 ± 7.6	83.4 ± 6.7	■	■
Non-Indigenous students						
Mean scale score	no.	422.8 ± 5.7	443.8 ± 6.7	440.6 ± 6.1	Δ	■
At or above NMS	%	94.8 ± 1.4	96.4 ± 1.1	95.8 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	87.8 ± 6.4	92.8 ± 2.8	92.8 ± 2.5	■	■
Male students						
At or above NMS	%	92.2 ± 2.1	95.0 ± 1.4	94.4 ± 1.7	■	■
Female students						
At or above NMS	%	96.6 ± 1.1	97.4 ± 1.1	96.5 ± 1.0	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	503.3 ± 5.6	519.2 ± 5.4	522.0 ± 6.0	Δ	■
At or above NMS	%	94.8 ± 1.2	97.0 ± 0.9	95.6 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	441.9 ± 16.7	474.6 ± 13.7	461.4 ± 15.2	■	■
At or above NMS	%	81.1 ± 8.0	93.7 ± 4.9	83.1 ± 7.9	■	▼
Non-Indigenous students						
Mean scale score	no.	504.9 ± 5.5	520.3 ± 5.4	524.1 ± 6.0	Δ	■
At or above NMS	%	95.2 ± 1.1	97.1 ± 0.9	96.1 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	88.8 ± 5.6	95.3 ± 2.0	93.0 ± 2.3	■	■
Male students						
At or above NMS	%	93.5 ± 1.7	96.0 ± 1.4	94.8 ± 1.4	■	■
Female students						
At or above NMS	%	96.0 ± 1.2	98.1 ± 0.8	96.6 ± 1.0	■	▽

Table 4A.50 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	558.2 ± 10.1	560.6 ± 8.2	567.3 ± 8.7	■	■
At or above NMS	%	96.3 ± 1.4	95.9 ± 1.4	96.5 ± 1.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	519.4 ± 16.5	523.2 ± 16.8	516.2 ± 17.4	■	■
At or above NMS	%	94.3 ± 4.8	90.9 ± 5.9	83.1 ± 9.4	▼	■
Non-Indigenous students						
Mean scale score	no.	559.2 ± 10.2	561.7 ± 8.1	568.9 ± 8.5	■	■
At or above NMS	%	96.4 ± 1.4	96.0 ± 1.3	96.8 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	95.2 ± 3.3	94.1 ± 2.7	94.7 ± 2.6	■	■
Male students						
At or above NMS	%	95.0 ± 2.0	94.8 ± 2.1	95.4 ± 2.1	■	■
Female students						
At or above NMS	%	97.6 ± 1.1	97.0 ± 1.1	97.6 ± 1.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	601.9 ± 10.0	599.5 ± 8.0	597.3 ± 8.6	■	■
At or above NMS	%	96.6 ± 1.3	96.0 ± 1.5	93.9 ± 1.9	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	552.8 ± 17.7	548.9 ± 15.4	540.3 ± 14.4	■	■
At or above NMS	%	84.2 ± 9.0	81.0 ± 8.1	79.4 ± 8.3	■	■
Non-Indigenous students						
Mean scale score	no.	603.1 ± 9.8	600.9 ± 7.7	599.1 ± 8.5	■	■
At or above NMS	%	96.9 ± 1.1	96.4 ± 1.4	94.3 ± 1.8	▽	■
LBOTE students (d)						
At or above NMS	%	96.6 ± 2.6	93.9 ± 2.7	91.2 ± 3.4	▼	■
Male students						
At or above NMS	%	95.4 ± 1.8	95.2 ± 2.1	92.0 ± 2.7	■	■
Female students						
At or above NMS	%	97.9 ± 1.1	96.8 ± 1.4	95.9 ± 1.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.51

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	306.6 ± 19.9	339.1 ± 16.3	332.0 ± 21.8	■	■
At or above NMS	%	62.7 ± 6.5	74.3 ± 5.4	67.0 ± 6.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	208.1 ± 19.5	265.8 ± 15.2	226.1 ± 22.2	■	▽
At or above NMS	%	30.4 ± 6.0	51.2 ± 6.0	34.1 ± 6.6	■	▽
Non-Indigenous students						
Mean scale score	no.	382.5 ± 8.1	397.1 ± 9.0	401.6 ± 8.7	△	■
At or above NMS	%	88.2 ± 2.8	92.7 ± 2.2	89.1 ± 3.5	■	■
LBOTE students (d)						
At or above NMS	%	35.7 ± 7.7	55.6 ± 7.2	40.0 ± 9.3	■	▽
Male students						
At or above NMS	%	60.1 ± 6.8	71.6 ± 6.1	65.5 ± 6.6	■	■
Female students						
At or above NMS	%	65.5 ± 6.5	77.2 ± 5.1	68.6 ± 7.1	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	405.1 ± 18.0	437.4 ± 16.3	425.5 ± 17.5	■	■
At or above NMS	%	62.5 ± 6.6	73.7 ± 6.9	66.4 ± 7.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	307.3 ± 17.7	370.0 ± 15.4	339.4 ± 16.4	△	▽
At or above NMS	%	25.8 ± 5.7	47.1 ± 8.0	32.0 ± 6.7	■	▽
Non-Indigenous students						
Mean scale score	no.	474.5 ± 6.9	491.9 ± 6.8	489.1 ± 6.7	△	■
At or above NMS	%	88.9 ± 2.5	95.3 ± 2.5	92.3 ± 2.7	■	■
LBOTE students (d)						
At or above NMS	%	31.3 ± 8.1	51.3 ± 9.5	36.8 ± 8.5	■	▽
Male students						
At or above NMS	%	60.2 ± 6.4	70.6 ± 7.9	63.4 ± 7.4	■	■
Female students						
At or above NMS	%	65.1 ± 7.0	76.9 ± 6.3	69.4 ± 7.0	■	■

TABLE 4A.51

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	468.4 ± 21.9	468.6 ± 21.7	478.5 ± 22.6	■	■
At or above NMS	%	67.1 ± 9.4	65.7 ± 9.3	69.1 ± 9.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	386.1 ± 17.6	391.2 ± 19.7	401.2 ± 19.9	■	■
At or above NMS	%	32.4 ± 8.6	32.6 ± 8.5	37.1 ± 8.7	■	■
Non-Indigenous students						
Mean scale score	no.	531.0 ± 10.8	530.8 ± 11.0	535.5 ± 12.8	■	■
At or above NMS	%	93.5 ± 2.8	92.5 ± 2.8	93.9 ± 2.8	■	■
LBOTE students (d)						
At or above NMS	%	38.2 ± 13.1	37.0 ± 12.0	37.4 ± 11.7	■	■
Male students						
At or above NMS	%	65.5 ± 9.0	62.1 ± 9.6	65.7 ± 9.9	■	■
Female students						
At or above NMS	%	69.0 ± 9.9	69.6 ± 9.1	72.8 ± 8.9	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	524.2 ± 21.6	528.2 ± 17.7	521.7 ± 22.2	■	■
At or above NMS	%	69.9 ± 8.3	70.5 ± 8.2	68.8 ± 9.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	446.5 ± 23.3	456.2 ± 16.9	437.8 ± 22.9	■	■
At or above NMS	%	37.9 ± 9.6	38.4 ± 8.4	33.7 ± 9.7	■	■
Non-Indigenous students						
Mean scale score	no.	578.1 ± 9.7	576.1 ± 11.0	572.4 ± 12.0	■	■
At or above NMS	%	92.2 ± 2.3	92.0 ± 3.2	90.9 ± 3.8	■	■
LBOTE students (d)						
At or above NMS	%	46.2 ± 14.6	44.2 ± 13.1	37.5 ± 13.3	■	■
Male students						
At or above NMS	%	68.5 ± 8.3	68.3 ± 8.6	66.0 ± 9.5	■	■
Female students						
At or above NMS	%	71.4 ± 8.5	72.9 ± 8.4	71.8 ± 9.1	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.52

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 1.2	419.1 ± 1.1	418.3 ± 1.1	△	■
At or above NMS	%	92.1 ± 0.3	95.3 ± 0.2	93.5 ± 0.2	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	313.7 ± 4.9	343.7 ± 3.3	332.9 ± 4.0	△	■
At or above NMS	%	68.3 ± 2.0	81.5 ± 1.3	74.7 ± 1.6	■	▽
Non-Indigenous students						
Mean scale score	no.	405.0 ± 1.1	423.4 ± 1.0	423.2 ± 1.0	△	■
At or above NMS	%	93.5 ± 0.2	96.2 ± 0.1	94.7 ± 0.2	■	▽
LBOTE students (d)						
At or above NMS	%	90.4 ± 0.7	93.9 ± 0.4	91.7 ± 0.5	■	▽
Male students						
At or above NMS	%	90.3 ± 0.3	94.0 ± 0.2	92.0 ± 0.3	■	■
Female students						
At or above NMS	%	94.1 ± 0.2	96.8 ± 0.2	95.1 ± 0.2	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	484.4 ± 1.1	502.3 ± 0.9	500.6 ± 1.0	△	■
At or above NMS	%	91.0 ± 0.3	96.1 ± 0.2	92.9 ± 0.2	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	403.4 ± 4.1	439.4 ± 3.4	422.1 ± 3.4	△	▽
At or above NMS	%	63.4 ± 1.8	83.3 ± 1.7	70.3 ± 1.6	■	▽
Non-Indigenous students						
Mean scale score	no.	488.7 ± 1.0	505.9 ± 0.8	505.0 ± 1.0	△	■
At or above NMS	%	92.6 ± 0.2	96.9 ± 0.1	94.2 ± 0.2	■	▽
LBOTE students (d)						
At or above NMS	%	87.5 ± 0.7	94.4 ± 0.5	90.2 ± 0.6	■	▽
Male students						
At or above NMS	%	89.3 ± 0.3	95.0 ± 0.2	91.2 ± 0.3	■	▽
Female students						
At or above NMS	%	92.8 ± 0.3	97.3 ± 0.2	94.7 ± 0.2	△	▽

TABLE 4A.52

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	536.5 ± 1.4	540.6 ± 1.3	546.1 ± 1.4	■	■
At or above NMS	%	94.2 ± 0.3	94.2 ± 0.3	94.9 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	466.5 ± 4.2	472.4 ± 3.5	479.0 ± 3.7	■	■
At or above NMS	%	71.9 ± 2.0	73.2 ± 1.7	77.1 ± 1.8	■	■
Non-Indigenous students						
Mean scale score	no.	540.2 ± 1.3	544.3 ± 1.3	549.8 ± 1.4	■	■
At or above NMS	%	95.4 ± 0.2	95.4 ± 0.2	95.9 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	90.8 ± 0.8	91.7 ± 0.7	92.4 ± 0.7	■	■
Male students						
At or above NMS	%	92.8 ± 0.3	92.8 ± 0.3	93.5 ± 0.4	■	■
Female students						
At or above NMS	%	95.6 ± 0.2	95.7 ± 0.2	96.3 ± 0.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.0 ± 1.5	580.2 ± 1.4	580.4 ± 1.5	■	■
At or above NMS	%	92.9 ± 0.4	93.4 ± 0.3	92.1 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	513.8 ± 4.6	520.1 ± 2.8	517.4 ± 3.2	■	■
At or above NMS	%	70.7 ± 2.1	73.9 ± 1.6	71.2 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	581.3 ± 1.5	583.6 ± 1.4	583.9 ± 1.5	■	■
At or above NMS	%	94.2 ± 0.3	94.5 ± 0.3	93.3 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	90.0 ± 0.8	91.3 ± 0.7	89.9 ± 0.8	■	■
Male students						
At or above NMS	%	91.5 ± 0.4	91.8 ± 0.4	90.1 ± 0.5	■	■
Female students						
At or above NMS	%	94.4 ± 0.3	95.0 ± 0.3	94.2 ± 0.3	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.53

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 - Year 5 - Year 7 - Year 9									
All students									
2008 Year 3	412.3 ± 1.8	419.9 ± 1.6	371.1 ± 2.6	386.7 ± 3.1	400.5 ± 3.3	401.2 ± 4.9	421.0 ± 5.9	306.6 ± 19.9	400.5 ± 1.2
2010 Year 5	496.2 ± 1.9	502.2 ± 1.7	468.7 ± 2.1	477.5 ± 2.8	476.5 ± 3.0	484.6 ± 5.5	508.6 ± 5.5	412.1 ± 18.1	487.4 ± 1.1
2012 Year 7	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
2014 Year 9	584.3 ± 2.9	585.5 ± 2.9	571.6 ± 3.1	584.4 ± 4.8	573.0 ± 5.0	573.4 ± 7.4	597.3 ± 8.6	521.7 ± 22.2	580.4 ± 1.5
Gain 2008-2010	83.9 ± 8.2	82.3 ± 8.1	97.6 ± 8.4	90.8 ± 8.8	76.0 ± 9.0	83.4 ± 10.7	87.6 ± 11.1	105.5 ± 27.7	86.9 ± 7.9
Gain 2010-2012	49.9 ± 7.8	46.1 ± 7.6	64.0 ± 7.5	60.3 ± 8.1	60.5 ± 8.1	56.0 ± 11.6	50.0 ± 12.1	62.2 ± 29.5	54.1 ± 7.1
Gain 2012-2014	38.2 ± 6.6	37.2 ± 6.4	38.9 ± 6.3	46.6 ± 7.6	36.0 ± 7.7	32.8 ± 11.7	38.7 ± 13.0	47.4 ± 31.8	38.9 ± 5.5
Aboriginal and Torres Strait Islander students (d)									
2008 Year 3	347.5 ± 3.6	368.9 ± 6.3	309.5 ± 7.6	292.7 ± 7.1	329.7 ± 8.7	376.6 ± 9.4	359.5 ± 17.6	208.1 ± 19.5	313.7 ± 4.9
2010 Year 5	433.3 ± 3.4	454.4 ± 6.5	411.3 ± 4.7	387.3 ± 6.1	408.8 ± 7.5	451.9 ± 8.8	430.6 ± 14.7	326.7 ± 18.8	409.6 ± 3.8
2012 Year 7	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
2014 Year 9	529.2 ± 3.1	540.3 ± 4.9	521.3 ± 4.3	508.4 ± 7.6	516.7 ± 6.7	539.7 ± 7.5	540.3 ± 14.4	437.8 ± 22.9	517.4 ± 3.2
Gain 2008-2010	85.8 ± 9.2	85.5 ± 11.9	101.8 ± 11.8	94.6 ± 12.2	79.1 ± 13.9	75.3 ± 15.0	71.1 ± 24.1	118.6 ± 28.2	95.9 ± 10.0
Gain 2010-2012	56.6 ± 8.4	49.9 ± 11.0	66.7 ± 9.3	74.7 ± 10.6	69.6 ± 12.8	53.1 ± 13.7	76.8 ± 21.6	70.6 ± 30.3	65.2 ± 8.6
Gain 2012-2014	39.3 ± 6.8	36.0 ± 9.0	43.3 ± 7.8	46.4 ± 10.5	38.3 ± 11.3	34.7 ± 12.0	32.9 ± 20.9	40.5 ± 32.6	42.6 ± 6.9
Non-Indigenous students									
2008 Year 3	414.9 ± 1.7	420.6 ± 1.6	375.9 ± 2.4	394.5 ± 2.7	403.9 ± 3.1	403.4 ± 5.2	422.8 ± 5.7	382.5 ± 8.1	405.0 ± 1.1
2010 Year 5	498.7 ± 1.9	502.7 ± 1.7	473.4 ± 1.9	484.5 ± 2.6	479.1 ± 2.9	488.0 ± 5.3	510.4 ± 5.4	475.4 ± 6.1	491.4 ± 1.0
2012 Year 7	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
2014 Year 9	587.5 ± 3.0	586.3 ± 2.9	575.4 ± 3.0	590.0 ± 4.5	575.5 ± 4.7	575.8 ± 7.1	599.1 ± 8.5	572.4 ± 12.0	583.9 ± 1.5
Gain 2008-2010	83.8 ± 8.2	82.1 ± 8.1	97.5 ± 8.4	90.0 ± 8.6	75.2 ± 8.9	84.6 ± 10.7	87.6 ± 11.0	92.9 ± 12.8	86.4 ± 7.9
Gain 2010-2012	50.0 ± 7.8	46.4 ± 7.6	63.4 ± 7.4	58.8 ± 7.9	60.4 ± 8.0	54.8 ± 11.1	49.4 ± 12.1	55.4 ± 16.1	53.6 ± 7.1
Gain 2012-2014	38.8 ± 6.6	37.2 ± 6.4	38.6 ± 6.2	46.7 ± 7.4	36.0 ± 7.5	33.0 ± 11.1	39.3 ± 12.9	41.6 ± 18.6	38.9 ± 5.5

TABLE 4A.53

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 - Year 5 - Year 7									
All students									
2010 Year 3	421.7 ± 1.8	430.6 ± 1.8	393.0 ± 2.4	398.7 ± 3.2	401.6 ± 3.3	414.0 ± 5.6	439.1 ± 6.6	328.7 ± 18.0	414.3 ± 1.1
2012 Year 5	499.8 ± 1.9	504.1 ± 1.7	480.3 ± 2.3	482.6 ± 3.0	483.9 ± 3.1	491.7 ± 5.4	519.0 ± 7.0	404.8 ± 23.2	493.6 ± 1.1
2014 Year 7	548.3 ± 3.0	550.3 ± 2.6	541.6 ± 2.2	544.1 ± 3.4	541.1 ± 2.8	542.9 ± 6.8	567.3 ± 8.7	478.5 ± 22.6	546.1 ± 1.4
Gain 2010-2012	78.1 ± 8.3	73.5 ± 8.2	87.3 ± 8.5	83.9 ± 9.0	82.3 ± 9.1	77.7 ± 11.0	79.9 ± 12.4	76.1 ± 30.4	79.3 ± 8.0
Gain 2012-2014	48.5 ± 7.9	46.2 ± 7.7	61.3 ± 7.8	61.5 ± 8.4	57.2 ± 8.2	51.2 ± 11.1	48.3 ± 13.2	73.7 ± 33.2	52.5 ± 7.3
Aboriginal and Torres Strait Islander students (d)									
2010 Year 3	357.8 ± 3.9	374.3 ± 6.5	333.2 ± 4.4	308.4 ± 6.8	330.4 ± 9.3	376.5 ± 11.1	374.8 ± 20.6	246.3 ± 17.6	330.8 ± 4.3
2012 Year 5	438.5 ± 3.7	450.2 ± 5.2	413.0 ± 5.6	386.6 ± 7.0	410.4 ± 7.9	452.8 ± 9.0	459.7 ± 17.7	310.2 ± 26.1	409.0 ± 5.5
2014 Year 7	495.4 ± 3.0	496.7 ± 5.4	486.1 ± 4.3	466.1 ± 5.4	480.6 ± 8.3	508.4 ± 6.7	516.2 ± 17.4	401.2 ± 19.9	479.0 ± 3.7
Gain 2010-2012	80.7 ± 9.5	75.9 ± 11.4	79.8 ± 10.6	78.2 ± 12.5	80.0 ± 14.5	76.3 ± 16.4	84.9 ± 28.3	63.9 ± 32.5	78.2 ± 10.5
Gain 2012-2014	56.9 ± 8.5	46.5 ± 10.3	73.1 ± 10.0	79.5 ± 11.3	70.2 ± 13.4	55.6 ± 13.3	56.5 ± 25.8	91.0 ± 33.5	70.0 ± 9.7
Non-Indigenous students									
2010 Year 3	424.4 ± 1.8	431.2 ± 1.8	397.7 ± 2.3	407.0 ± 2.9	404.2 ± 3.2	416.5 ± 5.4	440.5 ± 6.5	392.0 ± 7.8	418.6 ± 1.0
2012 Year 5	502.8 ± 1.9	504.9 ± 1.7	485.3 ± 2.2	490.2 ± 2.7	486.8 ± 3.0	493.8 ± 5.1	520.3 ± 7.0	482.3 ± 8.1	498.0 ± 1.0
2014 Year 7	551.1 ± 3.0	551.3 ± 2.6	545.7 ± 2.1	550.5 ± 3.1	543.7 ± 2.7	545.4 ± 6.7	568.9 ± 8.5	535.5 ± 12.8	549.8 ± 1.4
Gain 2010-2012	78.4 ± 8.3	73.7 ± 8.2	87.6 ± 8.5	83.2 ± 8.8	82.6 ± 9.0	77.3 ± 10.8	79.8 ± 12.4	90.3 ± 13.7	79.4 ± 8.0
Gain 2012-2014	48.3 ± 7.9	46.4 ± 7.7	60.4 ± 7.7	60.3 ± 8.2	56.9 ± 8.1	51.6 ± 11.0	48.6 ± 13.1	53.2 ± 16.7	51.8 ± 7.2
Year 3 - Year 5									
All students									
2012 Year 3	426.0 ± 2.0	432.0 ± 1.9	408.5 ± 2.4	407.6 ± 3.3	408.9 ± 3.6	419.1 ± 7.0	443.8 ± 5.8	332.2 ± 19.8	419.6 ± 1.1
2014 Year 5	504.0 ± 2.0	509.8 ± 1.8	496.1 ± 2.2	491.7 ± 3.1	489.6 ± 3.3	497.9 ± 6.5	522.0 ± 6.0	425.5 ± 17.5	500.6 ± 1.0
Gain 2012-2014	78.0 ± 7.0	77.8 ± 6.9	87.6 ± 7.2	84.1 ± 7.8	80.7 ± 8.0	78.8 ± 11.5	78.2 ± 10.5	93.3 ± 27.2	81.0 ± 6.5
Aboriginal and Torres Strait Islander students (d)									

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012 Year 3	356.7 ± 3.8	375.0 ± 6.4	339.8 ± 4.9	304.9 ± 6.5	334.4 ± 8.6	369.0 ± 11.3	372.6 ± 17.7	242.4 ± 20.8	333.3 ± 4.1
2014 Year 5	440.4 ± 3.3	460.4 ± 5.7	431.3 ± 4.5	395.6 ± 6.6	412.0 ± 9.7	449.2 ± 9.7	461.4 ± 15.2	339.4 ± 16.4	422.1 ± 3.4
Gain 2012-2014	83.7 ± 8.2	85.4 ± 10.7	91.5 ± 9.2	90.7 ± 11.2	77.6 ± 14.5	80.2 ± 16.1	88.8 ± 24.2	97.0 ± 27.2	88.8 ± 8.3
Non-Indigenous students									
2012 Year 3	429.6 ± 1.9	432.8 ± 1.9	413.7 ± 2.3	415.1 ± 3.0	412.1 ± 3.5	420.8 ± 6.1	445.9 ± 5.8	400.2 ± 9.3	424.2 ± 1.0
2014 Year 5	507.3 ± 1.9	510.6 ± 1.8	501.0 ± 2.0	498.9 ± 2.8	493.0 ± 3.1	500.4 ± 6.0	524.1 ± 6.0	489.1 ± 6.7	505.0 ± 1.0
Gain 2012-2014	77.7 ± 6.9	77.8 ± 6.9	87.3 ± 7.1	83.8 ± 7.6	80.9 ± 7.9	79.6 ± 10.7	78.2 ± 10.5	88.9 ± 13.1	80.8 ± 6.5

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2008, 2010, 2012 and 2014 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2008 to 2010 of 23.1 ± 2.7). Gains for 2012-2014 are in table 4A.71. Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 10 m</i>	<i>8 y 8 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	96.3 ± 0.3	96.0 ± 0.4	95.1 ± 0.4	94.3 ± 0.6	94.3 ± 0.7	94.6 ± 0.9	96.1 ± 1.1	74.3 ± 5.4	95.3 ± 0.2
Aboriginal and Torres Strait Islander students (e)	88.6 ± 1.5	87.5 ± 2.6	85.2 ± 1.7	75.2 ± 3.4	76.7 ± 4.8	89.9 ± 3.4	87.6 ± 7.6	51.2 ± 6.0	81.5 ± 1.3
Non-Indigenous students	96.8 ± 0.2	96.4 ± 0.4	95.9 ± 0.3	95.7 ± 0.5	95.3 ± 0.6	94.9 ± 0.9	96.4 ± 1.1	92.7 ± 2.2	96.2 ± 0.1
LBOTE students (f)	95.9 ± 0.4	95.1 ± 0.6	91.7 ± 1.5	92.7 ± 1.3	92.0 ± 2.2	93.4 ± 3.8	92.8 ± 2.8	55.6 ± 7.2	93.9 ± 0.4
Male students	95.1 ± 0.4	94.6 ± 0.5	93.6 ± 0.5	92.9 ± 0.8	92.7 ± 1.0	92.9 ± 1.5	95.0 ± 1.4	71.6 ± 6.1	94.0 ± 0.2
Female students	97.6 ± 0.2	97.5 ± 0.3	96.6 ± 0.4	95.7 ± 0.5	96.1 ± 0.6	96.4 ± 1.0	97.4 ± 1.1	77.2 ± 5.1	96.8 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	96.8 ± 0.2	96.5 ± 0.4	96.2 ± 0.3	96.0 ± 0.5	95.7 ± 0.6	95.5 ± 0.9	97.0 ± 0.9	73.7 ± 6.9	96.1 ± 0.2
Aboriginal and Torres Strait Islander students (e)	91.0 ± 1.0	91.4 ± 2.0	87.7 ± 1.6	79.0 ± 3.0	82.4 ± 5.2	89.8 ± 3.7	93.7 ± 4.9	47.1 ± 8.0	83.3 ± 1.7
Non-Indigenous students	97.2 ± 0.2	96.8 ± 0.4	96.9 ± 0.3	97.3 ± 0.4	96.3 ± 0.6	96.0 ± 0.8	97.1 ± 0.9	95.3 ± 2.5	96.9 ± 0.1
LBOTE students (f)	96.4 ± 0.4	95.5 ± 0.6	93.2 ± 1.3	94.5 ± 1.2	93.7 ± 1.9	94.8 ± 2.5	95.3 ± 2.0	51.3 ± 9.5	94.4 ± 0.5
Male students	95.8 ± 0.3	95.5 ± 0.5	95.1 ± 0.4	95.0 ± 0.7	94.3 ± 0.9	94.0 ± 1.2	96.0 ± 1.4	70.6 ± 7.9	95.0 ± 0.2
Female students	97.9 ± 0.2	97.6 ± 0.3	97.3 ± 0.3	97.0 ± 0.4	97.1 ± 0.6	97.1 ± 0.9	98.1 ± 0.8	76.9 ± 6.3	97.3 ± 0.2

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7									
Average age (d)	12 y 7 m	12 y 9 m	12 y 1 m	12 y 5 m	12 y 7 m	12 y 11 m	12 y 8 m	12 y 6 m	12 y 6 m
Years of schooling (d)	7 y 4 m	7 y 4 m	6 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 2 m
All students	94.7 ± 0.4	95.6 ± 0.5	93.6 ± 0.5	93.8 ± 0.7	94.0 ± 0.7	93.7 ± 1.3	95.9 ± 1.4	65.7 ± 9.3	94.2 ± 0.3
Aboriginal and Torres Strait Islander students (e)	81.0 ± 1.8	86.2 ± 3.6	76.6 ± 2.4	68.2 ± 3.7	74.3 ± 4.5	85.2 ± 4.4	90.9 ± 5.9	32.6 ± 8.5	73.2 ± 1.7
Non-Indigenous students	95.5 ± 0.4	95.9 ± 0.5	94.9 ± 0.4	95.7 ± 0.6	94.9 ± 0.7	94.4 ± 1.2	96.0 ± 1.3	92.5 ± 2.8	95.4 ± 0.2
LBOTE students (f)	94.1 ± 0.8	94.0 ± 0.9	87.4 ± 2.2	91.4 ± 1.5	91.2 ± 2.0	91.0 ± 4.1	94.1 ± 2.7	37.0 ± 12.0	91.7 ± 0.7
Male students	93.5 ± 0.6	94.4 ± 0.7	92.1 ± 0.7	92.4 ± 1.0	92.4 ± 1.0	91.6 ± 1.9	94.8 ± 2.1	62.1 ± 9.6	92.8 ± 0.3
Female students	96.1 ± 0.4	97.0 ± 0.4	95.2 ± 0.5	95.3 ± 0.7	95.6 ± 0.7	95.9 ± 1.2	97.0 ± 1.1	69.6 ± 9.1	95.7 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 m	14 y 7 m	14 y 10 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	94.1 ± 0.5	94.3 ± 0.6	92.7 ± 0.7	92.9 ± 1.0	93.2 ± 1.2	91.8 ± 1.7	96.0 ± 1.5	70.5 ± 8.2	93.4 ± 0.3
Aboriginal and Torres Strait Islander students (e)	80.4 ± 1.7	84.0 ± 3.0	76.3 ± 2.8	65.7 ± 4.0	76.3 ± 4.1	85.0 ± 4.7	81.0 ± 8.1	38.4 ± 8.4	73.9 ± 1.6
Non-Indigenous students	94.9 ± 0.4	94.8 ± 0.5	93.8 ± 0.6	94.8 ± 0.8	93.9 ± 1.1	92.7 ± 1.6	96.4 ± 1.4	92.0 ± 3.2	94.5 ± 0.3
LBOTE students (f)	93.6 ± 0.9	92.2 ± 1.2	87.1 ± 2.9	91.0 ± 2.2	89.9 ± 4.0	88.8 ± 6.6	93.9 ± 2.7	44.2 ± 13.1	91.3 ± 0.7
Male students	92.5 ± 0.7	93.0 ± 0.8	90.8 ± 0.9	91.4 ± 1.3	91.7 ± 1.5	89.6 ± 2.4	95.2 ± 2.1	68.3 ± 8.6	91.8 ± 0.4
Female students	95.7 ± 0.4	95.8 ± 0.5	94.6 ± 0.6	94.4 ± 1.0	94.8 ± 1.0	94.1 ± 1.6	96.8 ± 1.4	72.9 ± 8.4	95.0 ± 0.3

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	96.3 ± 0.3	96.0 ± 0.4	95.1 ± 0.4	94.3 ± 0.6	94.3 ± 0.7	94.6 ± 0.9	96.1 ± 1.1	74.3 ± 5.4	95.3 ± 0.2
Compared to										
<i>NSW</i>	96.3 ± 0.3	..	■	■	△	△	△	■	▲	■
<i>Vic</i>	96.0 ± 0.4	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	95.1 ± 0.4	■	■	..	■	■	■	■	▲	■
<i>WA</i>	94.3 ± 0.6	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	94.3 ± 0.7	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	94.6 ± 0.9	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	96.1 ± 1.1	■	■	■	△	△	△	..	▲	■
<i>NT</i>	74.3 ± 5.4	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.3 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	96.8 ± 0.2	96.5 ± 0.4	96.2 ± 0.3	96.0 ± 0.5	95.7 ± 0.6	95.5 ± 0.9	97.0 ± 0.9	73.7 ± 6.9	96.1 ± 0.2
Compared to										
<i>NSW</i>	96.8 ± 0.2	..	■	■	■	■	△	■	▲	■
<i>Vic</i>	96.5 ± 0.4	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	96.2 ± 0.3	■	■	..	■	■	■	■	▲	■
<i>WA</i>	96.0 ± 0.5	■	■	■	..	■	■	■	▲	■
<i>SA</i>	95.7 ± 0.6	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	95.5 ± 0.9	▽	■	■	■	■	..	▽	▲	■
<i>ACT</i>	97.0 ± 0.9	■	■	■	■	△	△	..	▲	■
<i>NT</i>	73.7 ± 6.9	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	96.1 ± 0.2	■	■	■	■	■	■	■	▲	..

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	94.7 ± 0.4	95.6 ± 0.5	93.6 ± 0.5	93.8 ± 0.7	94.0 ± 0.7	93.7 ± 1.3	95.9 ± 1.4	65.7 ± 9.3	94.2 ± 0.3
Compared to										
<i>NSW</i>	94.7 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.6 ± 0.5	■	..	△	△	△	△	■	▲	■
<i>Qld</i>	93.6 ± 0.5	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	93.8 ± 0.7	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	94.0 ± 0.7	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	93.7 ± 1.3	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	95.9 ± 1.4	■	■	△	△	△	△	..	▲	△
<i>NT</i>	65.7 ± 9.3	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.2 ± 0.3	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	94.1 ± 0.5	94.3 ± 0.6	92.7 ± 0.7	92.9 ± 1.0	93.2 ± 1.2	91.8 ± 1.7	96.0 ± 1.5	70.5 ± 8.2	93.4 ± 0.3
Compared to										
<i>NSW</i>	94.1 ± 0.5	..	■	■	■	■	△	▽	▲	■
<i>Vic</i>	94.3 ± 0.6	■	..	■	■	■	△	▽	▲	■
<i>Qld</i>	92.7 ± 0.7	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	92.9 ± 1.0	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	93.2 ± 1.2	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	91.8 ± 1.7	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	96.0 ± 1.5	△	△	△	△	△	△	..	▲	△
<i>NT</i>	70.5 ± 8.2	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	93.4 ± 0.3	■	■	■	■	■	■	▽	▲	..

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.36.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.
- .. Not applicable.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	91.0 ± 1.5	87.4 ± 3.4	87.2 ± 1.8	82.5 ± 3.1	84.9 ± 5.5	89.6 ± 5.5	88.4 ± 7.0	..	87.9 ± 1.0
Provincial	87.4 ± 2.3	87.5 ± 3.6	88.6 ± 2.2	80.7 ± 4.9	75.8 ± 5.7	90.0 ± 4.2	np	78.0 ± 8.3	86.2 ± 1.4
Remote	75.6 ± 7.9	np	71.3 ± 11.4	75.1 ± 7.6	np	np	..	61.6 ± 8.8	71.0 ± 5.0
Very remote	88.6 ± 12.2	..	74.7 ± 6.6	58.6 ± 7.4	41.0 ± 18.8	np	..	37.8 ± 7.4	54.5 ± 5.4
Total	88.6 ± 1.5	87.5 ± 2.6	85.2 ± 1.7	75.2 ± 3.4	76.7 ± 4.8	89.9 ± 3.4	87.6 ± 7.6	51.2 ± 6.0	81.5 ± 1.3
Non-Indigenous students									
Metropolitan	96.9 ± 0.3	96.5 ± 0.4	96.2 ± 0.4	96.0 ± 0.6	95.7 ± 0.7	94.8 ± 1.6	96.4 ± 1.1	..	96.5 ± 0.2
Provincial	96.3 ± 0.4	95.9 ± 0.8	95.2 ± 0.6	94.8 ± 0.8	94.1 ± 1.2	95.1 ± 1.1	np	91.7 ± 2.8	95.5 ± 0.3
Remote	94.4 ± 3.8	93.6 ± 9.5	95.1 ± 1.7	94.5 ± 2.3	94.7 ± 3.1	86.7 ± 19.2	..	96.4 ± 3.2	94.7 ± 1.4
Very remote	97.3 ± 6.0	..	92.5 ± 4.0	95.0 ± 3.1	92.2 ± 5.9	np	..	92.4 ± 6.1	93.8 ± 1.9
Total	96.8 ± 0.2	96.4 ± 0.4	95.9 ± 0.3	95.7 ± 0.5	95.3 ± 0.6	94.9 ± 0.9	96.4 ± 1.1	92.7 ± 2.2	96.2 ± 0.1
All students									
Metropolitan	96.7 ± 0.3	96.2 ± 0.4	95.7 ± 0.4	95.5 ± 0.6	95.2 ± 0.8	94.6 ± 1.6	96.2 ± 1.1	..	96.1 ± 0.2
Provincial	95.2 ± 0.5	95.5 ± 0.8	94.6 ± 0.6	93.6 ± 1.0	92.8 ± 1.4	94.7 ± 1.1	np	89.2 ± 3.5	94.7 ± 0.3
Remote	87.2 ± 5.2	93.8 ± 9.4	89.3 ± 4.1	90.1 ± 3.2	94.2 ± 3.1	87.1 ± 19.5	..	80.7 ± 8.2	88.8 ± 2.0
Very remote	92.9 ± 7.1	..	81.5 ± 5.2	74.2 ± 6.8	65.9 ± 17.4	np	..	44.7 ± 9.9	67.3 ± 5.0
Total	96.3 ± 0.3	96.0 ± 0.4	95.1 ± 0.4	94.3 ± 0.6	94.3 ± 0.7	94.6 ± 0.9	96.1 ± 1.1	74.3 ± 5.4	95.3 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	93.1 ± 1.4	91.4 ± 2.9	90.7 ± 1.5	86.9 ± 3.2	89.3 ± 3.7	89.7 ± 5.5	94.0 ± 4.7	..	91.1 ± 0.9
Provincial	89.5 ± 1.7	91.4 ± 2.8	88.8 ± 2.4	87.1 ± 4.3	84.0 ± 6.7	89.8 ± 4.6	np	78.5 ± 7.0	88.4 ± 1.4
Remote	85.7 ± 5.9	np	75.6 ± 10.2	74.3 ± 7.3	np	np	..	69.8 ± 7.7	75.4 ± 4.0

TABLE 4A.55

Table 4A.55 Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	82.0 ± 19.0	..	77.5 ± 6.9	62.6 ± 7.8	54.6 ± 18.2	np	..	30.7 ± 7.6	51.3 ± 6.9
Total	91.0 ± 1.0	91.4 ± 2.0	87.7 ± 1.6	79.0 ± 3.0	82.4 ± 5.2	89.8 ± 3.7	93.7 ± 4.9	47.1 ± 8.0	83.3 ± 1.7
Non-Indigenous students									
Metropolitan	97.3 ± 0.3	96.8 ± 0.4	97.0 ± 0.4	97.4 ± 0.4	96.4 ± 0.7	96.2 ± 1.4	97.1 ± 0.9	..	97.0 ± 0.2
Provincial	96.9 ± 0.4	96.8 ± 0.6	96.5 ± 0.5	97.3 ± 0.8	96.0 ± 0.9	95.8 ± 1.0	np	94.5 ± 3.3	96.7 ± 0.2
Remote	94.4 ± 3.4	98.2 ± 3.4	96.2 ± 1.7	96.2 ± 1.6	97.1 ± 1.9	96.5 ± 4.9	..	97.2 ± 1.9	96.4 ± 0.8
Very remote	100.0	..	93.5 ± 3.0	96.0 ± 2.7	93.0 ± 4.7	np	..	98.7 ± 2.4	95.2 ± 1.8
Total	97.2 ± 0.2	96.8 ± 0.4	96.9 ± 0.3	97.3 ± 0.4	96.3 ± 0.6	96.0 ± 0.8	97.1 ± 0.9	95.3 ± 2.5	96.9 ± 0.1
All students									
Metropolitan	97.1 ± 0.3	96.5 ± 0.5	96.7 ± 0.4	97.0 ± 0.5	96.2 ± 0.8	95.7 ± 1.4	97.1 ± 0.9	..	96.8 ± 0.2
Provincial	96.1 ± 0.5	96.5 ± 0.6	95.8 ± 0.5	96.4 ± 0.8	95.3 ± 1.0	95.3 ± 1.1	np	91.4 ± 3.8	95.9 ± 0.3
Remote	91.3 ± 3.1	98.2 ± 3.3	91.2 ± 3.7	90.8 ± 3.1	95.7 ± 2.2	96.9 ± 4.3	..	86.9 ± 5.5	91.2 ± 1.6
Very remote	90.5 ± 11.1	..	84.4 ± 4.6	76.5 ± 7.0	72.3 ± 12.9	np	..	37.4 ± 11.4	65.1 ± 6.5
Total	96.8 ± 0.2	96.5 ± 0.4	96.2 ± 0.3	96.0 ± 0.5	95.7 ± 0.6	95.5 ± 0.9	97.0 ± 0.9	73.7 ± 6.9	96.1 ± 0.2
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	84.8 ± 1.9	86.8 ± 6.1	80.2 ± 3.0	81.1 ± 3.7	79.9 ± 5.1	87.1 ± 8.5	90.9 ± 5.9	..	82.8 ± 1.5
Provincial	79.1 ± 2.8	85.5 ± 3.9	80.3 ± 3.1	77.5 ± 4.6	76.9 ± 6.6	83.7 ± 4.2	..	68.4 ± 7.6	79.3 ± 1.5
Remote	63.2 ± 11.5	np	60.1 ± 12.3	62.7 ± 7.6	np	np	..	44.9 ± 14.4	57.8 ± 6.3
Very remote	np	..	54.3 ± 9.6	45.4 ± 8.2	36.0 ± 16.1	np	..	13.3 ± 5.1	32.5 ± 5.2
Total	81.0 ± 1.8	86.2 ± 3.6	76.6 ± 2.4	68.2 ± 3.7	74.3 ± 4.5	85.2 ± 4.4	90.9 ± 5.9	32.6 ± 8.5	73.2 ± 1.7
Non-Indigenous students									
Metropolitan	95.6 ± 0.5	96.0 ± 0.6	95.2 ± 0.5	95.9 ± 0.7	95.0 ± 0.8	94.5 ± 2.4	96.0 ± 1.3	..	95.6 ± 0.3
Provincial	94.9 ± 0.6	95.4 ± 0.8	94.4 ± 0.8	95.1 ± 1.1	94.5 ± 1.1	94.3 ± 1.5	..	91.8 ± 3.6	94.8 ± 0.4

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	90.2 ± 5.0	93.1 ± 11.0	93.4 ± 2.2	95.1 ± 1.8	94.2 ± 2.9	90.3 ± 5.4	..	93.6 ± 3.9	93.9 ± 1.3
Very remote	95.7 ± 7.8	..	90.8 ± 4.0	93.2 ± 3.4	91.2 ± 5.9	np	..	97.5 ± 3.4	92.7 ± 2.3
Total	95.5 ± 0.4	95.9 ± 0.5	94.9 ± 0.4	95.7 ± 0.6	94.9 ± 0.7	94.4 ± 1.2	96.0 ± 1.3	92.5 ± 2.8	95.4 ± 0.2
All students									
Metropolitan	95.3 ± 0.5	95.8 ± 0.6	94.4 ± 0.6	95.4 ± 0.7	94.5 ± 0.9	94.0 ± 2.5	95.9 ± 1.4	..	95.2 ± 0.3
Provincial	93.2 ± 0.8	95.0 ± 0.9	93.1 ± 0.9	93.6 ± 1.2	93.5 ± 1.2	93.4 ± 1.5	..	87.0 ± 4.4	93.5 ± 0.4
Remote	78.8 ± 8.8	93.3 ± 10.5	86.1 ± 5.0	87.2 ± 3.9	93.3 ± 2.7	91.6 ± 4.7	..	72.5 ± 14.4	84.8 ± 3.2
Very remote	73.2 ± 25.3	..	69.9 ± 7.7	63.8 ± 9.2	64.0 ± 16.6	np	..	21.1 ± 10.1	51.4 ± 6.4
Total	94.7 ± 0.4	95.6 ± 0.5	93.6 ± 0.5	93.8 ± 0.7	94.0 ± 0.7	93.7 ± 1.3	95.9 ± 1.4	65.7 ± 9.3	94.2 ± 0.3
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	83.5 ± 2.5	84.7 ± 4.2	80.1 ± 3.5	73.4 ± 6.0	80.7 ± 4.6	84.7 ± 7.4	81.0 ± 8.1	..	81.0 ± 1.7
Provincial	79.4 ± 2.3	83.4 ± 4.4	78.1 ± 3.5	71.9 ± 5.4	75.4 ± 6.5	85.3 ± 5.2	..	65.2 ± 10.5	78.0 ± 1.7
Remote	60.7 ± 10.6	np	58.9 ± 15.7	62.1 ± 10.3	np	np	..	47.9 ± 13.5	57.5 ± 6.9
Very remote	np	..	47.3 ± 14.0	41.6 ± 10.2	np	np	..	14.0 ± 5.1	31.3 ± 7.0
Total	80.4 ± 1.7	84.0 ± 3.0	76.3 ± 2.8	65.7 ± 4.0	76.3 ± 4.1	85.0 ± 4.7	81.0 ± 8.1	38.4 ± 8.4	73.9 ± 1.6
Non-Indigenous students									
Metropolitan	95.2 ± 0.5	94.9 ± 0.7	94.4 ± 0.7	95.1 ± 0.9	94.2 ± 1.4	93.3 ± 2.3	96.4 ± 1.4	..	94.9 ± 0.3
Provincial	93.9 ± 0.7	94.3 ± 0.8	92.6 ± 1.1	94.0 ± 1.4	93.4 ± 1.6	92.4 ± 2.2	..	92.0 ± 3.9	93.6 ± 0.4
Remote	88.5 ± 6.0	98.5 ± 4.4	90.2 ± 4.1	93.7 ± 2.6	92.7 ± 3.1	np	..	92.5 ± 5.1	92.3 ± 1.7
Very remote	91.0 ± 11.8	..	86.1 ± 6.0	93.2 ± 4.4	90.6 ± 6.4	np	..	90.0 ± 7.1	89.6 ± 3.4
Total	94.9 ± 0.4	94.8 ± 0.5	93.8 ± 0.6	94.8 ± 0.8	93.9 ± 1.1	92.7 ± 1.6	96.4 ± 1.4	92.0 ± 3.2	94.5 ± 0.3
All students									
Metropolitan	94.8 ± 0.5	94.6 ± 0.7	93.7 ± 0.8	94.2 ± 1.1	93.8 ± 1.5	92.4 ± 2.6	96.0 ± 1.5	..	94.4 ± 0.3

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	92.3 ± 0.9	93.6 ± 0.9	91.3 ± 1.2	92.2 ± 1.9	92.4 ± 1.9	91.4 ± 2.2	..	86.1 ± 5.2	92.2 ± 0.5
Remote	75.0 ± 7.6	98.5 ± 4.4	81.4 ± 7.3	85.0 ± 5.9	91.5 ± 4.2	np	..	72.5 ± 12.9	82.3 ± 3.8
Very remote	69.0 ± 24.8	..	65.2 ± 11.4	60.6 ± 12.0	71.9 ± 15.2	np	..	20.1 ± 8.4	50.4 ± 7.7
Total	94.1 ± 0.5	94.3 ± 0.6	92.7 ± 0.7	92.9 ± 1.0	93.2 ± 1.2	91.8 ± 1.7	96.0 ± 1.5	70.5 ± 8.2	93.4 ± 0.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.37.
- .. Not applicable. **np** Not published.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.2	98.1 ± 0.3	98.4 ± 0.2	98.0 ± 0.4	98.1 ± 0.6	98.9 ± 0.7	97.4 ± 1.3	96.4 ± 2.0	98.3 ± 0.1
Advanced diploma/diploma	97.3 ± 0.4	96.6 ± 0.5	96.7 ± 0.5	96.5 ± 0.9	96.5 ± 1.1	96.2 ± 2.1	96.3 ± 1.8	93.1 ± 3.8	96.8 ± 0.3
Certificate I to IV (e)	95.8 ± 0.4	95.7 ± 0.5	95.2 ± 0.5	94.8 ± 0.7	94.9 ± 0.8	94.7 ± 1.2	94.7 ± 1.8	86.1 ± 3.6	95.3 ± 0.2
Year 12 or equivalent	95.8 ± 0.6	95.1 ± 0.8	93.7 ± 0.8	94.3 ± 1.1	94.4 ± 1.4	93.9 ± 2.8	94.6 ± 3.2	87.5 ± 5.7	94.7 ± 0.3
Year 11 or equivalent or below	90.3 ± 1.0	89.8 ± 1.1	88.3 ± 1.3	87.8 ± 1.7	86.6 ± 2.0	88.0 ± 2.8	90.9 ± 5.1	55.9 ± 8.3	88.6 ± 0.5
Not stated (f)	93.5 ± 1.1	93.8 ± 1.5	91.5 ± 1.2	88.6 ± 1.8	88.6 ± 3.0	94.6 ± 3.0	94.4 ± 3.4	53.7 ± 9.5	89.8 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.7 ± 0.2	98.5 ± 0.3	98.5 ± 0.3	98.2 ± 0.4	98.4 ± 0.5	99.1 ± 0.7	97.5 ± 1.2	95.8 ± 2.0	98.5 ± 0.1
Other business managers and associate professionals	98.0 ± 0.2	97.9 ± 0.3	97.4 ± 0.4	97.2 ± 0.5	97.2 ± 0.6	96.9 ± 1.3	97.3 ± 1.1	92.4 ± 3.8	97.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.7 ± 0.4	96.8 ± 0.4	95.5 ± 0.5	95.8 ± 0.7	96.3 ± 0.9	95.2 ± 1.5	96.6 ± 1.7	87.4 ± 3.8	96.2 ± 0.2
Machine operators, hospitality staff, assistants, labourers	94.8 ± 0.5	94.2 ± 0.7	92.8 ± 0.7	92.4 ± 1.3	93.6 ± 1.2	93.2 ± 1.8	93.2 ± 4.8	71.6 ± 8.7	93.7 ± 0.3
Not in paid work in previous 12 months	90.8 ± 1.0	89.1 ± 1.1	88.1 ± 1.6	86.9 ± 2.4	88.6 ± 2.7	86.6 ± 3.0	90.4 ± 4.5	53.3 ± 9.0	88.7 ± 0.6
Not stated (h)	92.0 ± 0.8	93.6 ± 1.8	91.8 ± 1.0	89.8 ± 1.4	88.0 ± 2.0	92.8 ± 2.8	92.7 ± 3.3	52.3 ± 7.3	90.1 ± 0.7
Year 5									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.2	98.2 ± 0.3	98.7 ± 0.3	98.7 ± 0.3	98.4 ± 0.6	98.7 ± 0.7	97.9 ± 1.0	97.1 ± 1.6	98.5 ± 0.1
Advanced diploma/diploma	97.9 ± 0.3	97.4 ± 0.5	97.6 ± 0.4	98.3 ± 0.7	97.4 ± 0.8	97.8 ± 1.3	97.2 ± 1.8	96.6 ± 2.2	97.7 ± 0.2
Certificate I to IV (e)	96.8 ± 0.3	96.4 ± 0.5	96.4 ± 0.5	96.8 ± 0.6	96.0 ± 0.7	95.8 ± 1.1	94.8 ± 2.2	89.3 ± 4.3	96.4 ± 0.2

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	95.9 ± 0.6	95.6 ± 0.7	95.6 ± 0.6	96.1 ± 1.1	96.1 ± 1.2	93.3 ± 3.6	97.2 ± 2.1	89.0 ± 7.1	95.7 ± 0.3
Year 11 or equivalent or below	92.5 ± 0.7	91.8 ± 0.9	91.2 ± 1.2	91.7 ± 1.4	91.4 ± 1.7	91.4 ± 2.5	91.4 ± 4.5	65.6 ± 7.4	91.4 ± 0.5
Not stated (f)	94.7 ± 0.8	95.3 ± 1.3	93.5 ± 0.9	91.1 ± 1.7	91.9 ± 2.1	94.1 ± 2.8	98.1 ± 1.4	48.6 ± 12.2	91.4 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.8 ± 0.2	98.6 ± 0.3	98.8 ± 0.3	99.0 ± 0.3	98.5 ± 0.5	98.6 ± 0.9	98.2 ± 0.9	96.6 ± 1.7	98.7 ± 0.1
Other business managers and associate professionals	98.1 ± 0.3	98.1 ± 0.3	98.1 ± 0.3	98.4 ± 0.4	97.7 ± 0.6	97.5 ± 0.9	97.1 ± 1.4	93.6 ± 3.9	98.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	97.4 ± 0.3	97.4 ± 0.4	97.1 ± 0.4	97.4 ± 0.6	97.0 ± 0.7	96.8 ± 1.1	96.8 ± 1.7	92.8 ± 3.3	97.2 ± 0.2
Machine operators, hospitality staff, assistants, labourers	95.8 ± 0.5	94.8 ± 0.6	93.7 ± 0.7	95.0 ± 1.0	95.0 ± 1.2	94.4 ± 1.8	95.4 ± 3.5	76.9 ± 7.9	94.8 ± 0.3
Not in paid work in previous 12 months	92.0 ± 0.9	90.6 ± 1.1	89.7 ± 1.5	91.3 ± 2.1	91.7 ± 2.0	89.7 ± 3.0	91.4 ± 5.6	61.9 ± 8.5	90.6 ± 0.6
Not stated (h)	93.9 ± 0.6	96.1 ± 1.3	93.6 ± 0.8	91.8 ± 1.3	91.5 ± 1.7	91.9 ± 2.8	96.3 ± 1.9	47.8 ± 10.1	91.9 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.3	98.5 ± 0.3	98.4 ± 0.3	98.2 ± 0.4	98.1 ± 0.6	98.4 ± 0.9	98.0 ± 1.0	94.2 ± 3.0	98.3 ± 0.2
Advanced diploma/diploma	96.9 ± 0.4	96.9 ± 0.5	96.2 ± 0.5	96.7 ± 0.7	96.4 ± 0.9	97.3 ± 1.3	96.9 ± 1.4	94.7 ± 3.3	96.7 ± 0.2
Certificate I to IV (e)	94.4 ± 0.5	95.2 ± 0.6	93.7 ± 0.6	95.1 ± 0.7	94.5 ± 0.9	94.0 ± 1.2	93.7 ± 2.3	83.7 ± 5.5	94.4 ± 0.3
Year 12 or equivalent	93.1 ± 0.8	94.8 ± 0.9	92.8 ± 1.1	93.8 ± 1.3	94.2 ± 1.4	90.1 ± 3.8	92.4 ± 3.8	84.1 ± 8.8	93.5 ± 0.5
Year 11 or equivalent or below	85.8 ± 1.0	88.3 ± 1.2	84.8 ± 1.5	85.1 ± 2.0	86.8 ± 1.7	87.2 ± 2.3	86.5 ± 6.2	54.3 ± 10.2	85.9 ± 0.6
Not stated (f)	91.4 ± 1.5	95.4 ± 1.4	89.6 ± 1.3	88.3 ± 2.0	90.9 ± 1.9	94.5 ± 3.0	94.7 ± 3.8	34.4 ± 15.0	88.8 ± 1.1
Parental occupation (g)									

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Senior management and qualified professionals	98.6 ± 0.3	98.9 ± 0.3	98.5 ± 0.3	98.3 ± 0.4	98.3 ± 0.5	98.2 ± 0.9	98.4 ± 0.9	94.7 ± 2.7	98.5 ± 0.1
Other business managers and associate professionals	97.6 ± 0.3	98.0 ± 0.4	96.7 ± 0.4	97.3 ± 0.6	97.3 ± 0.7	97.3 ± 1.1	97.6 ± 0.9	91.9 ± 3.8	97.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.6 ± 0.4	96.5 ± 0.5	94.7 ± 0.5	95.8 ± 0.8	95.6 ± 0.9	93.8 ± 1.9	94.9 ± 1.7	88.8 ± 4.0	95.5 ± 0.3
Machine operators, hospitality staff, assistants, labourers	92.1 ± 0.7	93.1 ± 0.8	89.6 ± 1.0	91.0 ± 1.4	93.0 ± 1.1	91.4 ± 2.1	90.7 ± 5.4	63.8 ± 10.0	91.6 ± 0.4
Not in paid work in previous 12 months	85.0 ± 1.3	86.4 ± 1.6	82.6 ± 2.2	83.0 ± 2.9	84.2 ± 2.9	85.0 ± 4.0	86.1 ± 7.9	45.3 ± 13.1	84.5 ± 0.9
Not stated (h)	88.5 ± 1.3	96.1 ± 1.2	89.3 ± 1.1	88.4 ± 1.6	88.9 ± 1.9	92.5 ± 2.8	92.1 ± 4.4	31.7 ± 9.0	88.0 ± 0.9
Year 9									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.2	98.0 ± 0.4	97.9 ± 0.4	98.3 ± 0.4	97.7 ± 0.7	97.6 ± 1.1	98.6 ± 0.9	94.8 ± 3.2	98.1 ± 0.2
Advanced diploma/diploma	96.6 ± 0.5	95.9 ± 0.6	95.5 ± 0.6	96.4 ± 0.8	95.7 ± 1.0	96.2 ± 1.6	96.5 ± 1.6	92.3 ± 3.8	96.1 ± 0.3
Certificate I to IV (e)	94.0 ± 0.5	93.9 ± 0.6	93.1 ± 0.7	94.3 ± 0.8	93.7 ± 1.2	92.4 ± 1.9	94.0 ± 2.6	86.0 ± 5.1	93.6 ± 0.4
Year 12 or equivalent	93.4 ± 1.1	93.5 ± 0.9	92.4 ± 1.0	92.6 ± 1.6	93.1 ± 1.7	90.3 ± 4.3	93.9 ± 2.9	82.6 ± 8.0	93.0 ± 0.5
Year 11 or equivalent or below	85.4 ± 1.1	87.2 ± 1.3	83.6 ± 1.5	84.2 ± 2.5	86.5 ± 2.0	83.8 ± 3.1	86.6 ± 5.5	57.1 ± 10.9	85.1 ± 0.7
Not stated (f)	89.5 ± 1.2	91.8 ± 2.1	88.8 ± 1.7	85.4 ± 3.1	88.8 ± 3.3	91.5 ± 3.8	92.9 ± 4.0	45.5 ± 15.6	87.6 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.3	98.3 ± 0.4	98.0 ± 0.4	98.1 ± 0.5	98.1 ± 0.5	97.3 ± 1.1	98.6 ± 0.8	93.9 ± 3.0	98.2 ± 0.2
Other business managers and associate professionals	97.2 ± 0.3	96.9 ± 0.5	96.2 ± 0.5	96.4 ± 0.6	96.5 ± 0.8	95.1 ± 1.5	96.9 ± 1.4	91.8 ± 3.6	96.7 ± 0.2

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	95.0 ± 0.5	95.3 ± 0.5	93.3 ± 0.7	95.0 ± 0.9	94.3 ± 1.1	93.9 ± 1.7	95.5 ± 2.4	86.4 ± 4.9	94.6 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.3 ± 0.7	91.9 ± 0.9	88.6 ± 1.2	89.4 ± 2.0	91.7 ± 1.6	88.9 ± 2.4	90.7 ± 6.6	70.7 ± 10.5	90.7 ± 0.5
Not in paid work in previous 12 months	84.9 ± 1.4	84.8 ± 1.7	80.6 ± 2.6	78.6 ± 3.9	85.8 ± 3.1	78.4 ± 3.9	88.2 ± 7.6	49.0 ± 13.9	83.3 ± 1.0
Not stated (h)	88.2 ± 1.1	92.1 ± 2.2	88.4 ± 1.5	86.0 ± 2.5	86.5 ± 3.4	90.2 ± 3.6	91.4 ± 3.9	41.9 ± 10.5	87.2 ± 0.9

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.

(c) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.38.

(d) The higher level of school or non-school education that either parent/guardian has completed is reported.

(e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(f) Parental education may not have been stated on enrolment forms.

(g) The higher occupational group of either parent/guardian is reported.

(h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.57

Table 4A.57 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	363.6 ± 3.4	380.1 ± 5.5	349.8 ± 4.5	320.8 ± 6.1	331.0 ± 11.8	372.7 ± 8.8	375.0 ± 16.3	265.8 ± 15.2	343.7 ± 3.3
Non-Indigenous students	427.2 ± 1.8	435.0 ± 1.8	412.3 ± 2.2	413.1 ± 2.8	413.4 ± 3.3	416.8 ± 5.8	443.8 ± 6.7	397.1 ± 9.0	423.4 ± 1.0
All students	424.0 ± 1.8	434.1 ± 1.9	407.7 ± 2.3	406.1 ± 3.0	409.6 ± 3.4	414.9 ± 6.0	441.9 ± 6.8	339.1 ± 16.3	419.1 ± 1.1
Year 5									
Aboriginal and Torres Strait Islander students	456.0 ± 2.6	470.9 ± 4.1	445.2 ± 3.5	423.7 ± 5.1	433.5 ± 7.3	462.5 ± 7.2	474.6 ± 13.7	370.0 ± 15.4	439.4 ± 3.4
Non-Indigenous students	509.1 ± 1.7	510.7 ± 1.5	501.1 ± 1.7	501.3 ± 2.3	494.6 ± 2.5	498.5 ± 4.6	520.3 ± 5.4	491.9 ± 6.8	505.9 ± 0.8
All students	506.4 ± 1.7	510.1 ± 1.5	497.0 ± 1.8	495.4 ± 2.5	491.9 ± 2.6	496.1 ± 4.6	519.2 ± 5.4	437.4 ± 16.3	502.3 ± 0.9
Year 7									
Aboriginal and Torres Strait Islander students	487.4 ± 3.0	499.7 ± 6.7	479.6 ± 4.0	460.1 ± 5.3	475.5 ± 6.6	501.9 ± 6.9	523.2 ± 16.8	391.2 ± 19.7	472.4 ± 3.5
Non-Indigenous students	547.1 ± 2.9	547.6 ± 2.5	537.5 ± 1.9	544.5 ± 3.0	538.7 ± 2.8	538.5 ± 6.3	561.7 ± 8.1	530.8 ± 11.0	544.3 ± 1.3
All students	544.1 ± 2.9	546.9 ± 2.5	533.5 ± 2.0	538.4 ± 3.2	535.9 ± 2.9	536.3 ± 6.6	560.6 ± 8.2	468.6 ± 21.7	540.6 ± 1.3
Year 9									
Aboriginal and Torres Strait Islander students	531.1 ± 3.1	543.6 ± 4.3	523.2 ± 4.2	506.3 ± 5.8	524.5 ± 5.6	539.9 ± 7.3	548.9 ± 15.4	456.2 ± 16.9	520.1 ± 2.8
Non-Indigenous students	587.1 ± 2.7	585.7 ± 2.6	575.9 ± 2.9	585.2 ± 4.4	578.6 ± 4.2	579.9 ± 6.0	600.9 ± 7.7	576.1 ± 11.0	583.6 ± 1.4
All students	584.0 ± 2.7	584.6 ± 2.6	572.4 ± 3.0	579.7 ± 4.6	576.6 ± 4.4	575.8 ± 6.5	599.5 ± 8.0	528.2 ± 17.7	580.2 ± 1.4

TABLE 4A.57

Table 4A.57 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 3									
Mean scale score	424.0 ± 1.8	434.1 ± 1.9	407.7 ± 2.3	406.1 ± 3.0	409.6 ± 3.4	414.9 ± 6.0	441.9 ± 6.8	339.1 ± 16.3	419.1 ± 1.1
Compared to									
NSW	424.0 ± 1.8	■	△	△	■	■	▽	▲	■
Vic	434.1 ± 1.9	■	△	△	△	△	■	▲	■
Qld	407.7 ± 2.3	▽	▽	■	■	■	▽	▲	■
WA	406.1 ± 3.0	▽	▽	■	..	■	▽	▲	■
SA	409.6 ± 3.4	■	▽	■	■	..	▽	▲	■
Tas	414.9 ± 6.0	■	▽	■	■	..	▽	▲	■
ACT	441.9 ± 6.8	△	■	△	△	△	..	▲	△
NT	339.1 ± 16.3	▼	▼	▼	▼	▼	▼	..	▼
Aust	419.1 ± 1.1	■	■	■	■	■	▽	▲	..
Statistical difference of mean scale scores, all students, year 5									
Mean scale score	506.4 ± 1.7	510.1 ± 1.5	497.0 ± 1.8	495.4 ± 2.5	491.9 ± 2.6	496.1 ± 4.6	519.2 ± 5.4	437.4 ± 16.3	502.3 ± 0.9
Compared to									
NSW	506.4 ± 1.7	■	■	■	△	■	■	▲	■
Vic	510.1 ± 1.5	■	△	△	△	△	■	▲	■
Qld	497.0 ± 1.8	■	▽	■	■	■	▽	▲	■
WA	495.4 ± 2.5	■	▽	■	..	■	▽	▲	■
SA	491.9 ± 2.6	▽	▽	■	■	..	▽	▲	■
Tas	496.1 ± 4.6	■	▽	■	■	..	▽	▲	■
ACT	519.2 ± 5.4	■	△	△	△	△	..	▲	△
NT	437.4 ± 16.3	▼	▼	▼	▼	▼	▼	..	▼
Aust	502.3 ± 0.9	■	■	■	■	■	▽	▲	..

TABLE 4A.57

Table 4A.57 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 7									
Mean scale score	544.1 ± 2.9	546.9 ± 2.5	533.5 ± 2.0	538.4 ± 3.2	535.9 ± 2.9	536.3 ± 6.6	560.6 ± 8.2	468.6 ± 21.7	540.6 ± 1.3
Compared to									
NSW	544.1 ± 2.9	..	■	■	■	■	▽	▲	■
Vic	546.9 ± 2.5	■	..	△	■	■	▽	▲	■
Qld	533.5 ± 2.0	■	▽	..	■	■	▽	▲	■
WA	538.4 ± 3.2	■	■	■	..	■	▽	▲	■
SA	535.9 ± 2.9	■	■	■	■	..	▽	▲	■
Tas	536.3 ± 6.6	■	■	■	■	■	▽	▲	■
ACT	560.6 ± 8.2	△	△	△	△	△	..	▲	△
NT	468.6 ± 21.7	▼	▼	▼	▼	▼	▼	..	▼
Aust	540.6 ± 1.3	■	■	■	■	■	▽	▲	..
Statistical difference of mean scale scores, all students, year 9									
Mean scale score	584.0 ± 2.7	584.6 ± 2.6	572.4 ± 3.0	579.7 ± 4.6	576.6 ± 4.4	575.8 ± 6.5	599.5 ± 8.0	528.2 ± 17.7	580.2 ± 1.4
Compared to									
NSW	584.0 ± 2.7	..	■	■	■	■	▽	▲	■
Vic	584.6 ± 2.6	■	..	■	■	■	▽	▲	■
Qld	572.4 ± 3.0	■	■	..	■	■	▽	▲	■
WA	579.7 ± 4.6	■	■	■	..	■	▽	▲	■
SA	576.6 ± 4.4	■	■	■	■	..	▽	▲	■
Tas	575.8 ± 6.5	■	■	■	■	■	▽	▲	■
ACT	599.5 ± 8.0	△	△	△	△	△	..	▲	△
NT	528.2 ± 17.7	▼	▼	▼	▼	▼	▼	..	▼
Aust	580.2 ± 1.4	■	■	■	■	■	▽	▲	..

Table 4A.57 **Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.39.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	373.9 ± 4.1	384.9 ± 7.7	356.8 ± 5.2	339.0 ± 6.1	352.9 ± 9.7	369.7 ± 15.1	377.1 ± 15.5	..	362.9 ± 2.8
Provincial	357.1 ± 4.8	375.7 ± 7.8	358.7 ± 5.7	334.6 ± 9.7	330.3 ± 12.8	375.8 ± 11.1	np	334.5 ± 19.7	355.6 ± 3.1
Remote	329.1 ± 16.0	np	317.4 ± 22.4	315.5 ± 13.0	np	np	..	292.2 ± 14.4	312.7 ± 8.7
Very remote	328.5 ± 21.9	..	312.7 ± 14.5	282.5 ± 12.0	235.7 ± 51.6	np	..	232.1 ± 20.1	269.3 ± 12.4
Total	363.6 ± 3.4	380.1 ± 5.5	349.8 ± 4.5	320.8 ± 6.1	331.0 ± 11.8	372.7 ± 8.8	375.0 ± 16.3	265.8 ± 15.2	343.7 ± 3.3
Non-Indigenous students									
Metropolitan	430.9 ± 2.2	439.1 ± 2.2	416.8 ± 2.8	418.7 ± 3.4	418.4 ± 4.0	422.8 ± 10.0	443.9 ± 6.7	..	428.2 ± 1.2
Provincial	413.9 ± 2.4	421.5 ± 2.7	401.0 ± 2.6	396.6 ± 4.2	400.0 ± 4.6	412.6 ± 6.7	np	394.4 ± 11.1	409.7 ± 1.4
Remote	405.7 ± 17.4	399.1 ± 27.6	395.7 ± 8.5	396.4 ± 8.5	400.7 ± 12.9	390.9 ± 43.6	..	408.1 ± 17.4	398.8 ± 4.9
Very remote	414.6 ± 21.3	..	396.8 ± 13.0	397.3 ± 11.1	397.3 ± 30.5	np	..	395.6 ± 20.9	398.0 ± 7.2
Total	427.2 ± 1.8	435.0 ± 1.8	412.3 ± 2.2	413.1 ± 2.8	413.4 ± 3.3	416.8 ± 5.8	443.8 ± 6.7	397.1 ± 9.0	423.4 ± 1.0
All students									
Metropolitan	429.3 ± 2.2	438.5 ± 2.2	413.8 ± 2.9	415.2 ± 3.5	416.2 ± 4.1	420.2 ± 10.0	442.0 ± 6.8	..	426.2 ± 1.3
Provincial	407.4 ± 2.6	420.0 ± 2.7	397.0 ± 2.7	391.4 ± 4.6	395.3 ± 5.1	411.4 ± 7.4	np	383.6 ± 12.7	405.1 ± 1.5
Remote	376.6 ± 17.8	400.3 ± 27.3	376.7 ± 12.7	378.2 ± 11.6	397.7 ± 13.4	386.4 ± 47.3	..	355.8 ± 25.8	377.2 ± 6.7
Very remote	376.7 ± 30.4	..	344.8 ± 15.3	332.1 ± 17.4	314.8 ± 51.4	np	..	253.1 ± 28.2	311.7 ± 13.4
Total	424.0 ± 1.8	434.1 ± 1.9	407.7 ± 2.3	406.1 ± 3.0	409.6 ± 3.4	414.9 ± 6.0	441.9 ± 6.8	339.1 ± 16.3	419.1 ± 1.1
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	466.0 ± 3.2	476.6 ± 5.6	454.7 ± 4.4	440.2 ± 5.0	447.9 ± 6.3	460.2 ± 11.3	478.3 ± 12.9	..	458.6 ± 2.2
Provincial	449.1 ± 3.8	466.3 ± 5.7	448.7 ± 5.5	436.3 ± 7.9	431.3 ± 10.0	463.0 ± 9.1	np	433.8 ± 13.3	448.5 ± 2.6
Remote	433.8 ± 10.4	np	418.9 ± 15.8	412.9 ± 10.6	np	np	..	411.4 ± 13.3	418.5 ± 6.8

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	413.1 ± 24.1	..	409.3 ± 9.5	394.9 ± 11.9	383.3 ± 20.4	np	..	339.3 ± 15.3	372.4 ± 11.9
Total	456.0 ± 2.6	470.9 ± 4.1	445.2 ± 3.5	423.7 ± 5.1	433.5 ± 7.3	462.5 ± 7.2	474.6 ± 13.7	370.0 ± 15.4	439.4 ± 3.4
Non-Indigenous students									
Metropolitan	512.5 ± 2.0	513.5 ± 1.8	504.6 ± 2.2	505.0 ± 2.7	497.7 ± 3.1	504.4 ± 7.9	520.3 ± 5.4	..	509.5 ± 1.0
Provincial	497.7 ± 1.9	501.8 ± 2.1	493.6 ± 2.1	491.0 ± 3.6	485.4 ± 3.3	493.6 ± 5.2	np	490.0 ± 8.6	496.0 ± 1.1
Remote	482.2 ± 14.7	506.4 ± 17.4	481.9 ± 4.4	488.9 ± 6.2	493.4 ± 7.3	499.2 ± 17.0	..	497.4 ± 9.8	488.9 ± 3.5
Very remote	495.4 ± 16.4	..	481.6 ± 9.7	482.4 ± 9.3	488.5 ± 25.7	np	..	495.8 ± 14.5	485.3 ± 6.2
Total	509.1 ± 1.7	510.7 ± 1.5	501.1 ± 1.7	501.3 ± 2.3	494.6 ± 2.5	498.5 ± 4.6	520.3 ± 5.4	491.9 ± 6.8	505.9 ± 0.8
All students									
Metropolitan	511.1 ± 2.0	513.1 ± 1.8	502.0 ± 2.3	502.3 ± 2.8	496.3 ± 3.2	501.9 ± 8.0	519.4 ± 5.4	..	507.9 ± 1.1
Provincial	492.5 ± 2.2	500.6 ± 2.2	489.4 ± 2.2	486.2 ± 4.0	482.2 ± 3.7	491.4 ± 5.2	np	479.4 ± 10.1	492.0 ± 1.2
Remote	464.5 ± 11.9	505.0 ± 17.9	466.9 ± 8.6	469.4 ± 9.6	490.6 ± 7.7	500.9 ± 21.0	..	465.7 ± 17.7	471.7 ± 5.1
Very remote	452.0 ± 26.2	..	439.7 ± 11.2	430.9 ± 14.8	432.5 ± 28.1	np	..	355.2 ± 24.9	407.8 ± 13.5
Total	506.4 ± 1.7	510.1 ± 1.5	497.0 ± 1.8	495.4 ± 2.5	491.9 ± 2.6	496.1 ± 4.6	519.2 ± 5.4	437.4 ± 16.3	502.3 ± 0.9
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	496.2 ± 3.7	506.4 ± 12.2	487.2 ± 5.3	480.0 ± 6.7	485.3 ± 7.4	502.3 ± 11.8	523.2 ± 16.8	..	492.0 ± 2.8
Provincial	482.1 ± 4.2	493.0 ± 6.2	484.8 ± 5.3	474.0 ± 7.6	481.2 ± 10.8	502.0 ± 8.3	..	464.7 ± 12.9	483.0 ± 2.7
Remote	451.6 ± 13.6	np	451.4 ± 15.5	453.1 ± 10.3	np	np	..	418.2 ± 33.3	443.8 ± 12.5
Very remote	np	..	439.3 ± 10.4	424.6 ± 11.1	408.5 ± 21.4	np	..	352.4 ± 19.9	394.8 ± 13.1
Total	487.4 ± 3.0	499.7 ± 6.7	479.6 ± 4.0	460.1 ± 5.3	475.5 ± 6.6	501.9 ± 6.9	523.2 ± 16.8	391.2 ± 19.7	472.4 ± 3.5
Non-Indigenous students									
Metropolitan	550.5 ± 3.5	550.8 ± 3.0	540.9 ± 2.5	548.0 ± 3.8	541.9 ± 3.5	543.1 ± 11.6	561.7 ± 8.1	..	548.0 ± 1.6
Provincial	535.6 ± 2.7	537.4 ± 3.4	530.3 ± 2.2	535.0 ± 3.6	530.9 ± 3.3	535.3 ± 6.4	..	528.2 ± 12.9	534.2 ± 1.4

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	510.2 ± 11.3	547.5 ± 26.5	518.5 ± 5.8	533.9 ± 7.2	526.2 ± 9.3	501.7 ± 7.1	..	537.3 ± 23.3	527.3 ± 5.2
Very remote	538.6 ± 48.9	..	512.9 ± 10.4	521.2 ± 7.8	514.7 ± 18.8	np	..	543.9 ± 20.4	520.8 ± 6.6
Total	547.1 ± 2.9	547.6 ± 2.5	537.5 ± 1.9	544.5 ± 3.0	538.7 ± 2.8	538.5 ± 6.3	561.7 ± 8.1	530.8 ± 11.0	544.3 ± 1.3
All students									
Metropolitan	548.9 ± 3.5	550.4 ± 3.0	538.2 ± 2.6	545.3 ± 3.9	540.0 ± 3.6	540.9 ± 12.0	560.6 ± 8.2	..	546.3 ± 1.6
Provincial	529.8 ± 3.1	536.0 ± 3.5	526.4 ± 2.3	529.7 ± 4.0	527.9 ± 3.5	533.2 ± 7.0	..	515.4 ± 13.8	530.1 ± 1.5
Remote	485.6 ± 15.4	546.7 ± 25.0	504.3 ± 9.3	514.1 ± 10.5	523.7 ± 9.3	500.4 ± 6.2	..	486.6 ± 40.3	506.5 ± 8.3
Very remote	489.4 ± 68.9	..	470.6 ± 13.7	461.9 ± 15.4	461.8 ± 28.1	np	..	369.9 ± 27.0	434.1 ± 14.5
Total	544.1 ± 2.9	546.9 ± 2.5	533.5 ± 2.0	538.4 ± 3.2	535.9 ± 2.9	536.3 ± 6.6	560.6 ± 8.2	468.6 ± 21.7	540.6 ± 1.3
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	538.9 ± 4.3	547.1 ± 6.4	529.5 ± 5.8	519.5 ± 8.9	529.6 ± 7.5	534.7 ± 15.0	548.9 ± 15.4	..	533.3 ± 3.1
Provincial	526.9 ± 3.7	540.3 ± 6.0	525.1 ± 5.1	515.0 ± 8.1	526.1 ± 8.9	543.0 ± 7.0	..	508.3 ± 16.1	526.2 ± 2.7
Remote	499.2 ± 12.6	np	495.9 ± 21.5	496.3 ± 16.5	np	np	..	475.5 ± 22.0	491.6 ± 10.2
Very remote	np	..	479.0 ± 12.9	471.6 ± 14.5	np	np	..	408.0 ± 17.2	446.0 ± 13.3
Total	531.1 ± 3.1	543.6 ± 4.3	523.2 ± 4.2	506.3 ± 5.8	524.5 ± 5.6	539.9 ± 7.3	548.9 ± 15.4	456.2 ± 16.9	520.1 ± 2.8
Non-Indigenous students									
Metropolitan	590.3 ± 3.3	588.3 ± 3.2	579.5 ± 3.7	588.1 ± 5.4	581.5 ± 5.4	585.6 ± 10.0	600.9 ± 7.7	..	586.9 ± 1.7
Provincial	576.3 ± 2.8	577.7 ± 3.5	567.4 ± 3.0	576.1 ± 5.4	571.1 ± 5.2	575.9 ± 7.2	..	575.7 ± 12.5	574.2 ± 1.6
Remote	555.7 ± 10.0	586.0 ± 16.2	547.8 ± 8.0	574.2 ± 7.1	566.2 ± 10.7	np	..	577.4 ± 25.5	566.2 ± 6.6
Very remote	572.8 ± 34.8	..	542.8 ± 9.6	574.2 ± 11.8	562.3 ± 11.5	np	..	577.9 ± 19.4	560.2 ± 8.6
Total	587.1 ± 2.7	585.7 ± 2.6	575.9 ± 2.9	585.2 ± 4.4	578.6 ± 4.2	579.9 ± 6.0	600.9 ± 7.7	576.1 ± 11.0	583.6 ± 1.4
All students									
Metropolitan	588.5 ± 3.3	587.6 ± 3.2	577.1 ± 3.8	585.2 ± 5.6	580.2 ± 5.6	580.1 ± 11.0	599.5 ± 8.0	..	585.1 ± 1.8

Table 4A.58 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	570.8 ± 3.1	575.7 ± 3.6	563.6 ± 3.2	570.8 ± 6.4	568.7 ± 5.6	572.8 ± 7.7	..	561.5 ± 12.6	570.0 ± 1.7
Remote	529.0 ± 14.8	586.0 ± 16.2	533.5 ± 12.8	552.5 ± 14.0	565.3 ± 13.4	np	..	531.7 ± 32.6	545.2 ± 9.0
Very remote	523.9 ± 54.5	..	508.5 ± 17.0	509.4 ± 21.3	525.6 ± 22.6	np	..	421.6 ± 22.2	483.8 ± 15.0
Total	584.0 ± 2.7	584.6 ± 2.6	572.4 ± 3.0	579.7 ± 4.6	576.6 ± 4.4	575.8 ± 6.5	599.5 ± 8.0	528.2 ± 17.7	580.2 ± 1.4

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.40.
- .. Not applicable. **np** Not published.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	461.1 ± 1.7	464.2 ± 1.8	447.9 ± 2.1	445.7 ± 2.8	449.4 ± 3.2	468.4 ± 6.4	464.5 ± 6.2	422.5 ± 8.8	457.2 ± 1.0
Advanced diploma/diploma	421.2 ± 1.7	429.0 ± 2.0	409.6 ± 2.4	410.8 ± 3.1	412.6 ± 3.8	416.2 ± 8.3	424.1 ± 7.4	393.2 ± 13.1	419.0 ± 1.0
Certificate I to IV (e)	401.4 ± 1.5	412.9 ± 1.7	393.1 ± 1.7	391.5 ± 2.7	397.5 ± 3.0	403.4 ± 4.9	408.0 ± 8.0	362.5 ± 10.1	400.7 ± 0.9
Year 12 or equivalent	403.9 ± 2.3	414.9 ± 3.3	389.4 ± 2.6	393.2 ± 3.8	396.7 ± 5.0	398.5 ± 9.7	405.4 ± 10.2	365.9 ± 14.0	400.8 ± 1.4
Year 11 or equivalent or below	369.7 ± 2.1	386.2 ± 2.6	360.5 ± 3.0	360.1 ± 4.1	362.3 ± 4.5	366.9 ± 6.9	381.2 ± 15.5	283.9 ± 18.2	368.5 ± 1.4
Not stated (f)	411.6 ± 5.3	438.9 ± 7.7	388.9 ± 5.5	381.8 ± 6.2	386.2 ± 6.9	421.4 ± 22.6	454.9 ± 15.5	276.5 ± 30.8	393.7 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	461.5 ± 1.9	468.7 ± 2.1	447.6 ± 2.5	445.4 ± 3.3	448.2 ± 3.7	465.9 ± 6.6	466.2 ± 7.0	415.8 ± 10.8	457.6 ± 1.1
Other business managers and associate professionals	436.3 ± 1.6	444.5 ± 1.9	420.5 ± 2.1	418.8 ± 2.8	424.1 ± 3.4	426.7 ± 6.6	440.3 ± 5.8	394.9 ± 12.4	432.7 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	410.8 ± 1.5	423.0 ± 1.8	398.4 ± 1.9	399.9 ± 2.9	405.0 ± 3.5	410.0 ± 6.1	422.8 ± 7.8	367.9 ± 11.0	409.3 ± 1.0
Machine operators, hospitality staff, assistants, labourers	393.6 ± 2.1	405.6 ± 2.0	378.9 ± 2.5	381.5 ± 3.6	390.2 ± 4.0	388.7 ± 6.0	390.1 ± 12.3	323.9 ± 19.8	392.2 ± 1.2
Not in paid work in previous 12 months	380.3 ± 2.6	395.8 ± 3.1	366.8 ± 3.8	365.1 ± 5.3	374.3 ± 5.9	365.3 ± 8.9	391.5 ± 13.7	278.2 ± 19.3	380.1 ± 1.7
Not stated (h)	394.7 ± 3.6	443.8 ± 8.5	387.4 ± 4.0	383.1 ± 4.7	380.0 ± 5.5	409.0 ± 18.9	427.2 ± 14.3	270.7 ± 21.1	388.9 ± 2.6
Year 5									
Parental education (d)									
Bachelor degree or above	539.5 ± 1.9	536.3 ± 1.5	529.8 ± 1.7	529.6 ± 2.4	522.1 ± 2.9	540.5 ± 5.1	538.5 ± 5.6	513.2 ± 8.1	534.7 ± 0.9
Advanced diploma/diploma	507.3 ± 1.6	507.5 ± 1.6	501.0 ± 1.8	500.5 ± 2.2	498.1 ± 2.7	507.7 ± 5.4	506.7 ± 5.8	481.8 ± 7.7	504.6 ± 0.8
Certificate I to IV (e)	489.0 ± 1.2	494.1 ± 1.3	486.0 ± 1.4	485.3 ± 2.1	483.4 ± 2.2	488.7 ± 3.6	488.7 ± 5.8	467.1 ± 8.4	488.6 ± 0.7

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	491.0 ± 2.0	496.5 ± 2.4	484.3 ± 2.1	484.0 ± 2.9	482.9 ± 3.4	477.7 ± 8.7	503.9 ± 8.4	458.3 ± 11.4	489.2 ± 1.1
Year 11 or equivalent or below	462.7 ± 1.8	474.5 ± 1.8	460.4 ± 2.2	458.2 ± 3.0	460.2 ± 3.2	458.2 ± 4.5	471.3 ± 10.9	405.7 ± 11.9	463.4 ± 1.0
Not stated (f)	494.7 ± 3.4	514.6 ± 5.8	483.6 ± 3.7	474.5 ± 5.2	477.1 ± 4.4	496.1 ± 9.4	519.7 ± 9.2	381.5 ± 31.4	483.6 ± 3.1
Parental occupation (g)									
Senior management and qualified professionals	539.6 ± 2.0	539.4 ± 1.7	528.9 ± 2.0	529.0 ± 2.7	523.5 ± 3.3	536.8 ± 5.7	540.9 ± 6.5	506.6 ± 9.9	534.9 ± 1.0
Other business managers and associate professionals	517.5 ± 1.4	518.7 ± 1.4	508.0 ± 1.6	506.3 ± 2.3	501.8 ± 2.3	511.8 ± 5.0	518.0 ± 4.4	494.1 ± 8.9	513.7 ± 0.8
Tradespeople, clerks, skilled office, sales and service staff	496.6 ± 1.4	501.2 ± 1.3	491.2 ± 1.5	489.5 ± 2.2	488.1 ± 2.4	492.5 ± 4.2	497.6 ± 7.9	468.4 ± 7.8	495.0 ± 0.7
Machine operators, hospitality staff, assistants, labourers	481.8 ± 1.8	488.1 ± 1.6	474.3 ± 2.0	474.8 ± 2.7	476.3 ± 3.0	473.6 ± 4.8	483.8 ± 9.7	433.2 ± 12.5	480.7 ± 1.0
Not in paid work in previous 12 months	468.3 ± 2.1	480.7 ± 2.4	462.1 ± 3.4	464.7 ± 4.3	464.2 ± 5.2	453.7 ± 5.4	474.6 ± 11.1	399.3 ± 12.5	469.9 ± 1.4
Not stated (h)	484.0 ± 2.8	519.6 ± 6.0	479.9 ± 2.6	474.6 ± 4.0	472.2 ± 3.9	483.8 ± 9.9	511.1 ± 7.7	376.0 ± 22.3	479.3 ± 2.2
Year 7									
Parental education (d)									
Bachelor degree or above	581.0 ± 3.5	575.5 ± 2.3	569.1 ± 2.1	574.3 ± 3.2	569.6 ± 3.4	582.3 ± 6.8	583.9 ± 7.0	550.4 ± 12.0	575.9 ± 1.5
Advanced diploma/diploma	545.8 ± 2.1	544.9 ± 1.9	537.5 ± 1.8	543.3 ± 2.6	542.5 ± 3.2	552.7 ± 4.3	544.3 ± 6.3	527.2 ± 10.1	543.4 ± 1.0
Certificate I to IV (e)	525.9 ± 1.6	530.4 ± 1.6	522.5 ± 1.4	527.4 ± 2.1	526.3 ± 2.3	524.9 ± 3.7	534.2 ± 6.1	498.8 ± 9.5	526.2 ± 0.8
Year 12 or equivalent	527.7 ± 2.8	535.4 ± 5.3	521.9 ± 2.1	528.4 ± 3.7	528.2 ± 3.4	519.7 ± 7.5	534.8 ± 9.3	500.8 ± 15.2	528.0 ± 1.8
Year 11 or equivalent or below	497.7 ± 2.2	509.7 ± 2.5	496.3 ± 2.4	498.2 ± 3.5	502.3 ± 3.3	499.8 ± 5.1	502.3 ± 9.5	436.2 ± 18.0	500.0 ± 1.2
Not stated (f)	535.3 ± 6.5	557.4 ± 6.6	519.0 ± 3.1	518.4 ± 5.8	525.5 ± 4.6	546.0 ± 13.3	555.6 ± 11.6	401.0 ± 42.4	525.1 ± 3.3

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	579.4 ± 3.3	577.1 ± 2.7	567.8 ± 2.3	572.2 ± 3.7	568.2 ± 3.8	578.5 ± 7.2	582.9 ± 7.4	544.7 ± 12.4	574.8 ± 1.5
Other business managers and associate professionals	555.0 ± 2.4	556.5 ± 2.1	544.2 ± 1.7	548.5 ± 2.6	546.3 ± 2.9	551.0 ± 5.5	557.9 ± 7.4	527.5 ± 11.2	551.8 ± 1.1
Tradespeople, clerks, skilled office, sales and service staff	534.1 ± 1.9	539.0 ± 1.8	526.8 ± 1.5	532.0 ± 2.4	533.1 ± 2.6	529.4 ± 4.5	540.8 ± 6.7	511.6 ± 8.4	533.3 ± 0.9
Machine operators, hospitality staff, assistants, labourers	517.5 ± 2.5	522.5 ± 2.2	507.3 ± 2.1	515.8 ± 3.3	520.8 ± 2.8	511.9 ± 4.8	524.1 ± 9.0	452.4 ± 17.5	516.3 ± 1.3
Not in paid work in previous 12 months	500.2 ± 2.9	514.2 ± 3.7	498.8 ± 3.9	500.1 ± 5.2	503.6 ± 5.0	496.5 ± 6.8	540.9 ± 20.7	422.6 ± 23.4	504.2 ± 1.9
Not stated (h)	521.7 ± 5.6	559.5 ± 6.8	516.4 ± 2.8	517.4 ± 4.7	516.6 ± 4.2	534.5 ± 12.6	543.2 ± 11.2	391.6 ± 24.6	519.7 ± 2.7
Year 9									
Parental education (d)									
Bachelor degree or above	620.0 ± 3.1	614.4 ± 2.8	607.9 ± 3.0	615.2 ± 4.7	609.8 ± 4.4	621.3 ± 4.3	623.2 ± 6.8	594.7 ± 13.7	615.1 ± 1.6
Advanced diploma/diploma	589.3 ± 2.1	586.1 ± 2.0	577.7 ± 2.0	585.1 ± 3.4	583.1 ± 3.1	592.4 ± 5.0	589.3 ± 5.6	572.4 ± 10.4	585.2 ± 1.1
Certificate I to IV (e)	568.9 ± 1.7	570.0 ± 1.6	562.6 ± 1.9	570.8 ± 2.8	568.2 ± 3.2	569.1 ± 4.3	572.7 ± 5.4	551.3 ± 10.4	567.9 ± 0.9
Year 12 or equivalent	572.9 ± 2.6	574.0 ± 3.9	561.4 ± 2.6	570.2 ± 4.1	567.4 ± 3.9	567.8 ± 8.2	577.1 ± 7.6	543.1 ± 17.6	569.6 ± 1.6
Year 11 or equivalent or below	542.7 ± 2.2	550.7 ± 2.2	537.8 ± 2.6	540.8 ± 4.5	545.9 ± 3.9	538.3 ± 5.3	547.5 ± 10.4	492.4 ± 19.4	543.2 ± 1.2
Not stated (f)	568.8 ± 4.2	588.2 ± 6.4	560.7 ± 7.1	561.6 ± 9.5	565.2 ± 6.3	574.1 ± 19.4	591.3 ± 10.9	478.0 ± 39.3	564.7 ± 3.3
Parental occupation (g)									
Senior management and qualified professionals	618.8 ± 2.9	616.2 ± 3.0	606.4 ± 3.3	611.6 ± 4.7	608.5 ± 4.4	615.9 ± 5.7	621.6 ± 7.7	589.9 ± 13.8	613.9 ± 1.5

Table 4A.59 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other business managers and associate professionals	595.4 ± 2.3	594.1 ± 2.3	581.9 ± 2.2	588.1 ± 3.4	587.0 ± 3.2	590.3 ± 4.4	596.1 ± 6.9	573.4 ± 9.0	590.8 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	575.0 ± 1.9	577.0 ± 1.9	564.4 ± 1.9	572.7 ± 3.0	572.2 ± 3.1	574.7 ± 5.1	581.9 ± 9.1	550.2 ± 10.3	572.7 ± 1.0
Machine operators, hospitality staff, assistants, labourers	560.4 ± 2.5	562.4 ± 2.2	549.0 ± 2.4	555.9 ± 4.2	558.4 ± 3.7	550.4 ± 5.3	560.8 ± 8.1	519.4 ± 17.5	557.9 ± 1.3
Not in paid work in previous 12 months	546.5 ± 2.9	554.6 ± 3.5	538.8 ± 4.5	537.0 ± 8.2	547.3 ± 5.1	534.4 ± 6.8	562.1 ± 14.0	479.0 ± 23.1	547.0 ± 1.9
Not stated (h)	561.8 ± 3.7	591.1 ± 7.5	557.7 ± 5.9	559.4 ± 7.9	555.5 ± 6.0	565.4 ± 14.9	579.8 ± 9.1	465.9 ± 22.4	560.0 ± 2.8

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (c) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.41.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.60

Table 4A.60 Participation rate in reading assessment, 2013, by Indigenous status (per cent) (a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	94.9	87.9	90.7	85.6	83.2	94.8	83.3	76.6	89.4
Non-Indigenous students	97.4	94.8	94.5	96.0	93.9	96.8	93.4	94.9	95.7
All students	97.2	94.4	94.2	95.1	93.3	95.8	93.1	86.6	95.2
Year 5									
Aboriginal and Torres Strait Islander students	94.6	87.8	92.0	84.4	83.7	96.3	91.5	78.1	89.7
Non-Indigenous students	97.8	95.6	95.2	96.5	94.6	97.4	94.8	95.1	96.2
All students	97.6	95.2	94.9	95.5	94.0	96.4	94.7	87.3	95.8
Year 7									
Aboriginal and Torres Strait Islander students	91.5	86.0	91.5	82.9	86.0	93.7	86.2	72.4	87.7
Non-Indigenous students	97.4	95.3	95.3	96.7	94.7	95.9	94.1	95.8	96.0
All students	97.1	95.0	95.0	95.6	94.2	95.0	93.9	85.2	95.5
Year 9									
Aboriginal and Torres Strait Islander students	81.1	74.4	82.6	68.0	67.2	80.8	74.4	61.4	76.8
Non-Indigenous students	95.1	91.6	91.4	94.5	91.3	93.4	91.0	93.6	93.0
All students	94.3	91.2	90.8	92.5	90.2	91.4	90.5	80.5	92.1

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

(b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

(c) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.42.

Source: ACARA (2013) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.61

Table 4A.61 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	7.1	2.3	1.6	4.4	1.7	2.3	1.6	2.7
Absent	3.5	5.8	5.6	13.0	9.3	3.9	6.1	22.4	7.8
Withdrawn	1.6	6.3	3.7	1.4	7.5	1.2	10.6	0.9	2.8
Assessed	92.1	80.8	88.4	84.0	78.8	93.2	81.0	75.1	86.7
Non-Indigenous students									
Exempt	1.5	2.6	1.4	1.2	2.1	1.5	2.3	1.8	1.8
Absent	1.5	2.7	2.1	2.3	2.5	2.4	2.4	2.3	2.1
Withdrawn	1.1	2.4	3.4	1.7	3.5	0.8	4.1	2.8	2.2
Assessed	95.9	92.3	93.1	94.8	91.9	95.3	91.2	93.1	93.9
All students									
Exempt	1.6	2.8	1.5	1.2	2.3	1.5	2.3	1.7	1.9
Absent	1.6	2.9	2.4	3.2	2.9	2.5	2.5	11.3	2.5
Withdrawn	1.1	2.7	3.4	1.7	3.8	1.8	4.4	2.1	2.3
Assessed	95.7	91.6	92.7	93.9	91.0	94.2	90.8	84.9	93.3
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	2.6	5.4	2.8	1.2	3.6	2.7	3.4	2.2	2.7
Absent	4.0	7.6	4.9	14.2	10.7	2.9	3.4	21.0	8.0
Withdrawn	1.4	4.6	3.1	1.4	5.5	0.8	5.1	0.9	2.3
Assessed	92.0	82.4	89.2	83.2	80.2	93.6	88.1	75.9	87.0
Non-Indigenous students									
Exempt	1.5	2.6	1.6	1.2	1.9	1.5	2.0	2.6	1.8
Absent	1.5	2.5	2.1	2.3	2.4	2.0	2.5	2.5	2.1
Withdrawn	0.8	1.9	2.7	1.2	3.1	0.6	2.7	2.5	1.7
Assessed	96.2	93.0	93.6	95.3	92.6	95.9	92.8	92.4	94.4
All students									
Exempt	1.6	2.8	1.7	1.2	2.0	1.6	2.0	2.4	1.9
Absent	1.6	2.7	2.3	3.2	2.8	2.1	2.5	10.8	2.4
Withdrawn	0.8	2.0	2.7	1.3	3.2	1.5	2.8	1.9	1.8
Assessed	96.0	92.5	93.3	94.3	92.0	94.8	92.7	84.9	93.9
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.9	3.5	3.0	1.7	2.8	3.3	2.6	3.0	2.8
Absent	7.8	12.1	5.8	15.7	9.2	5.7	7.8	26.6	10.5
Withdrawn	0.8	1.9	2.7	1.4	4.8	0.6	6.0	1.0	1.8
Assessed	88.5	82.5	88.5	81.2	83.2	90.4	83.6	69.4	84.9
Non-Indigenous students									

Table 4A.61 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Exempt	1.3	2.0	1.5	1.2	1.6	1.0	2.3	2.2	1.5
Absent	2.2	3.7	2.4	2.3	3.0	3.8	3.3	3.2	2.7
Withdrawn	0.4	1.1	2.4	1.0	2.3	0.3	2.6	1.0	1.2
Assessed	96.1	93.2	93.7	95.5	93.1	94.9	91.8	93.6	94.6
All students									
Exempt	1.4	2.1	1.6	1.2	1.6	1.3	2.3	2.5	1.6
Absent	2.5	3.9	2.6	3.3	3.3	4.0	3.4	13.7	3.2
Withdrawn	0.4	1.1	2.4	1.0	2.4	1.0	2.7	1.0	1.3
Assessed	95.7	92.9	93.4	94.5	92.7	93.7	91.6	82.8	93.9
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.2	5.0	2.4	2.1	3.9	1.9	4.0	3.2	2.6
Absent	17.9	21.7	12.9	30.9	26.6	18.8	18.4	36.8	20.6
Withdrawn	1.0	3.9	4.5	1.1	6.2	0.4	7.2	1.8	2.6
Assessed	78.9	69.4	80.2	65.9	63.3	78.9	70.4	58.2	74.2
Non-Indigenous students									
Exempt	1.3	2.0	1.5	1.2	1.8	1.3	1.5	2.3	1.5
Absent	4.4	6.9	4.8	4.8	6.3	6.3	5.5	5.7	5.3
Withdrawn	0.6	1.4	3.8	0.8	2.4	0.4	3.5	0.7	1.7
Assessed	93.7	89.7	89.9	93.2	89.5	92.0	89.5	91.3	91.5
All students									
Exempt	1.3	2.1	1.5	1.3	1.9	1.4	1.5	2.6	1.6
Absent	5.1	7.3	5.3	6.6	7.2	7.5	6.0	18.3	6.2
Withdrawn	0.6	1.5	3.8	0.8	2.5	1.0	3.6	1.2	1.7
Assessed	93.0	89.1	89.4	91.3	88.4	90.1	88.9	77.9	90.5

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (d) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.43.

Source: ACARA (2013) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.62

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	412.3 ± 1.8	426.0 ± 2.0	424.0 ± 1.8	■	■
At or above NMS	%	95.1 ± 0.3	94.8 ± 0.3	96.3 ± 0.3	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	347.5 ± 3.6	356.7 ± 3.8	363.6 ± 3.4	△	■
At or above NMS	%	83.5 ± 1.8	83.0 ± 1.5	88.6 ± 1.5	△	△
Non-Indigenous students						
Mean scale score	no.	414.9 ± 1.7	429.6 ± 1.9	427.2 ± 1.8	■	■
At or above NMS	%	95.7 ± 0.2	95.4 ± 0.3	96.8 ± 0.2	■	△
LBOTE students (d)						
At or above NMS	%	94.5 ± 0.6	94.5 ± 0.5	95.9 ± 0.4	■	■
Male students						
At or above NMS	%	93.8 ± 0.4	93.2 ± 0.4	95.1 ± 0.4	■	△
Female students						
At or above NMS	%	96.5 ± 0.3	96.5 ± 0.3	97.6 ± 0.2	△	△
<i>Year 5</i>						
All students						
Mean scale score	no.	494.7 ± 1.9	499.8 ± 1.9	506.4 ± 1.7	■	■
At or above NMS	%	93.5 ± 0.4	92.9 ± 0.4	96.8 ± 0.2	△	▲
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	432.8 ± 3.5	438.5 ± 3.7	456.0 ± 2.6	△	△
At or above NMS	%	77.6 ± 2.0	77.6 ± 1.8	91.0 ± 1.0	▲	▲
Non-Indigenous students						
Mean scale score	no.	497.4 ± 1.8	502.8 ± 1.9	509.1 ± 1.7	■	■
At or above NMS	%	94.4 ± 0.3	93.7 ± 0.3	97.2 ± 0.2	△	▲
LBOTE students (d)						
At or above NMS	%	91.2 ± 0.9	92.0 ± 0.7	96.4 ± 0.4	▲	▲
Male students						
At or above NMS	%	92.1 ± 0.5	90.9 ± 0.5	95.8 ± 0.3	△	▲
Female students						
At or above NMS	%	95.0 ± 0.4	95.1 ± 0.3	97.9 ± 0.2	▲	▲

TABLE 4A.62

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	542.5 ± 3.0	546.1 ± 2.9	544.1 ± 2.9	■	■
At or above NMS	%	95.4 ± 0.4	94.7 ± 0.4	94.7 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	486.5 ± 3.5	489.9 ± 3.2	487.4 ± 3.0	■	■
At or above NMS	%	82.4 ± 1.8	82.7 ± 1.7	81.0 ± 1.8	■	■
Non-Indigenous students						
Mean scale score	no.	544.9 ± 2.9	548.7 ± 2.9	547.1 ± 2.9	■	■
At or above NMS	%	96.1 ± 0.4	95.3 ± 0.4	95.5 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	94.0 ± 1.0	93.8 ± 0.8	94.1 ± 0.8	■	■
Male students						
At or above NMS	%	94.2 ± 0.5	93.2 ± 0.6	93.5 ± 0.6	■	■
Female students						
At or above NMS	%	96.7 ± 0.4	96.3 ± 0.4	96.1 ± 0.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	583.1 ± 2.8	577.9 ± 2.8	584.0 ± 2.7	■	■
At or above NMS	%	94.4 ± 0.5	91.9 ± 0.6	94.1 ± 0.5	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	531.7 ± 3.6	522.2 ± 3.3	531.1 ± 3.1	■	■
At or above NMS	%	82.3 ± 2.2	74.2 ± 2.2	80.4 ± 1.7	■	△
Non-Indigenous students						
Mean scale score	no.	585.5 ± 2.8	580.7 ± 2.8	587.1 ± 2.7	■	■
At or above NMS	%	95.1 ± 0.4	92.8 ± 0.6	94.9 ± 0.4	■	△
LBOTE students (d)						
At or above NMS	%	92.3 ± 1.1	90.1 ± 1.3	93.6 ± 0.9	■	△
Male students						
At or above NMS	%	93.1 ± 0.6	90.1 ± 0.8	92.5 ± 0.7	■	■
Female students						
At or above NMS	%	95.8 ± 0.5	93.9 ± 0.6	95.7 ± 0.4	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.63

Table 4A.63 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	419.9 ± 1.6	432.0 ± 1.9	434.1 ± 1.9	■	■
At or above NMS	%	95.2 ± 0.2	95.2 ± 0.4	96.0 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	368.9 ± 6.3	375.0 ± 6.4	380.1 ± 5.5	■	■
At or above NMS	%	88.1 ± 2.8	84.9 ± 2.8	87.5 ± 2.6	■	■
Non-Indigenous students						
Mean scale score	no.	420.6 ± 1.6	432.8 ± 1.9	435.0 ± 1.8	■	■
At or above NMS	%	95.6 ± 0.3	95.5 ± 0.4	96.4 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	93.7 ± 0.6	95.1 ± 0.6	■	■
Male students						
At or above NMS	%	93.8 ± 0.5	93.6 ± 0.5	94.6 ± 0.5	■	■
Female students						
At or above NMS	%	96.8 ± 0.3	96.8 ± 0.3	97.5 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	496.7 ± 1.6	504.1 ± 1.7	510.1 ± 1.5	△	■
At or above NMS	%	93.7 ± 0.3	94.1 ± 0.4	96.5 ± 0.4	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	449.7 ± 6.3	450.2 ± 5.2	470.9 ± 4.1	△	△
At or above NMS	%	83.0 ± 3.3	81.4 ± 2.8	91.4 ± 2.0	△	▲
Non-Indigenous students						
Mean scale score	no.	497.3 ± 1.6	504.9 ± 1.7	510.7 ± 1.5	△	■
At or above NMS	%	94.0 ± 0.4	94.4 ± 0.4	96.8 ± 0.4	△	△
LBOTE students (d)						
At or above NMS	%	91.9 ± 0.7	92.3 ± 0.7	95.5 ± 0.6	△	△
Male students						
At or above NMS	%	92.2 ± 0.5	92.2 ± 0.6	95.5 ± 0.5	△	△
Female students						
At or above NMS	%	95.2 ± 0.4	96.0 ± 0.3	97.6 ± 0.3	△	△

TABLE 4A.63

Table 4A.63 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					<i>2008 to 2013</i>	<i>2012 to 2013</i>
<i>Year 7</i>						
All students						
Mean scale score	no.	543.0 ± 2.6	548.3 ± 2.6	546.9 ± 2.5	■	■
At or above NMS	%	95.8 ± 0.3	95.5 ± 0.5	95.6 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	488.8 ± 5.5	504.3 ± 5.5	499.7 ± 6.7	■	■
At or above NMS	%	85.5 ± 3.2	87.8 ± 2.7	86.2 ± 3.6	■	■
Non-Indigenous students						
Mean scale score	no.	543.9 ± 2.6	549.1 ± 2.6	547.6 ± 2.5	■	■
At or above NMS	%	96.1 ± 0.4	95.7 ± 0.5	95.9 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	94.1 ± 0.8	93.6 ± 0.9	94.0 ± 0.9	■	■
Male students						
At or above NMS	%	94.7 ± 0.6	94.1 ± 0.7	94.4 ± 0.7	■	■
Female students						
At or above NMS	%	97.0 ± 0.4	96.9 ± 0.4	97.0 ± 0.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	584.6 ± 3.0	581.6 ± 3.0	584.6 ± 2.6	■	■
At or above NMS	%	94.7 ± 0.4	93.0 ± 0.6	94.3 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	536.0 ± 6.0	539.2 ± 6.6	543.6 ± 4.3	■	■
At or above NMS	%	79.9 ± 4.1	80.7 ± 3.9	84.0 ± 3.0	■	■
Non-Indigenous students						
Mean scale score	no.	585.2 ± 2.9	582.3 ± 3.0	585.7 ± 2.6	■	■
At or above NMS	%	95.0 ± 0.5	93.3 ± 0.6	94.8 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	92.8 ± 1.0	89.8 ± 1.4	92.2 ± 1.2	■	■
Male students						
At or above NMS	%	93.5 ± 0.7	91.2 ± 0.9	93.0 ± 0.8	■	■
Female students						
At or above NMS	%	95.8 ± 0.5	94.8 ± 0.6	95.8 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.63 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.64

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	371.1 ± 2.6	408.5 ± 2.4	407.7 ± 2.3	△	■
At or above NMS	%	87.1 ± 0.7	92.7 ± 0.5	95.1 ± 0.4	▲	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	309.5 ± 7.6	339.8 ± 4.9	349.8 ± 4.5	▲	■
At or above NMS	%	66.2 ± 3.3	77.7 ± 2.1	85.2 ± 1.7	▲	△
Non-Indigenous students						
Mean scale score	no.	375.9 ± 2.4	413.7 ± 2.3	412.3 ± 2.2	△	■
At or above NMS	%	88.7 ± 0.6	93.9 ± 0.4	95.9 ± 0.3	▲	△
LBOTE students (d)						
At or above NMS	%	77.2 ± 3.2	88.5 ± 2.0	91.7 ± 1.5	▲	△
Male students						
At or above NMS	%	84.4 ± 0.9	90.7 ± 0.6	93.6 ± 0.5	▲	△
Female students						
At or above NMS	%	90.0 ± 0.7	94.8 ± 0.4	96.6 ± 0.4	▲	△
<i>Year 5</i>						
All students						
Mean scale score	no.	466.1 ± 2.3	480.3 ± 2.3	497.0 ± 1.8	△	△
At or above NMS	%	86.9 ± 0.7	89.1 ± 0.8	96.2 ± 0.3	▲	▲
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	404.4 ± 6.4	413.0 ± 5.6	445.2 ± 3.5	▲	△
At or above NMS	%	62.9 ± 3.2	65.5 ± 3.1	87.7 ± 1.6	▲	▲
Non-Indigenous students						
Mean scale score	no.	470.9 ± 2.2	485.3 ± 2.2	501.1 ± 1.7	△	△
At or above NMS	%	88.8 ± 0.6	90.9 ± 0.6	96.9 ± 0.3	▲	▲
LBOTE students (d)						
At or above NMS	%	74.2 ± 3.4	81.1 ± 3.1	93.2 ± 1.3	▲	▲
Male students						
At or above NMS	%	84.3 ± 0.9	86.6 ± 1.0	95.1 ± 0.4	▲	▲
Female students						
At or above NMS	%	89.6 ± 0.7	92.0 ± 0.7	97.3 ± 0.3	▲	▲

TABLE 4A.64

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	528.1 ± 2.1	532.7 ± 2.0	533.5 ± 2.0	■	■
At or above NMS	%	92.9 ± 0.5	93.3 ± 0.5	93.6 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	472.4 ± 7.6	478.0 ± 4.0	479.6 ± 4.0	■	■
At or above NMS	%	74.8 ± 3.2	77.4 ± 2.5	76.6 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	532.3 ± 2.0	536.8 ± 1.9	537.5 ± 1.9	■	■
At or above NMS	%	94.3 ± 0.4	94.5 ± 0.4	94.9 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	82.4 ± 2.8	85.9 ± 2.5	87.4 ± 2.2	△	■
Male students						
At or above NMS	%	91.2 ± 0.6	91.5 ± 0.6	92.1 ± 0.7	■	■
Female students						
At or above NMS	%	94.6 ± 0.6	95.1 ± 0.5	95.2 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	568.2 ± 3.3	566.8 ± 3.1	572.4 ± 3.0	■	■
At or above NMS	%	90.5 ± 0.9	90.5 ± 0.8	92.7 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	514.2 ± 9.3	513.8 ± 4.6	523.2 ± 4.2	■	■
At or above NMS	%	70.0 ± 4.0	69.8 ± 3.3	76.3 ± 2.8	■	△
Non-Indigenous students						
Mean scale score	no.	572.2 ± 3.1	570.6 ± 3.0	575.9 ± 2.9	■	■
At or above NMS	%	92.0 ± 0.8	92.0 ± 0.7	93.8 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	80.8 ± 3.7	80.4 ± 4.4	87.1 ± 2.9	△	△
Male students						
At or above NMS	%	88.6 ± 1.1	88.1 ± 1.1	90.8 ± 0.9	■	■
Female students						
At or above NMS	%	92.5 ± 0.8	93.0 ± 0.8	94.6 ± 0.6	△	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	386.7 ± 3.1	407.6 ± 3.3	406.1 ± 3.0	△	■
At or above NMS	%	89.4 ± 0.8	91.8 ± 0.7	94.3 ± 0.6	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	292.7 ± 7.1	304.9 ± 6.5	320.8 ± 6.1	△	△
At or above NMS	%	57.3 ± 3.7	64.1 ± 3.1	75.2 ± 3.4	△	△
Non-Indigenous students						
Mean scale score	no.	394.5 ± 2.7	415.1 ± 3.0	413.1 ± 2.8	△	■
At or above NMS	%	92.1 ± 0.6	93.8 ± 0.6	95.7 ± 0.5	△	△
LBOTE students (d)						
At or above NMS	%	88.0 ± 2.1	90.3 ± 1.5	92.7 ± 1.3	△	■
Male students						
At or above NMS	%	87.0 ± 1.0	90.0 ± 0.9	92.9 ± 0.8	△	△
Female students						
At or above NMS	%	91.9 ± 0.8	93.7 ± 0.8	95.7 ± 0.5	△	△
<i>Year 5</i>						
All students						
Mean scale score	no.	473.6 ± 2.8	482.6 ± 3.0	495.4 ± 2.5	△	■
At or above NMS	%	89.1 ± 0.9	89.6 ± 0.8	96.0 ± 0.5	▲	▲
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	381.3 ± 5.8	386.6 ± 7.0	423.7 ± 5.1	▲	▲
At or above NMS	%	51.8 ± 3.4	53.6 ± 3.9	79.0 ± 3.0	▲	▲
Non-Indigenous students						
Mean scale score	no.	481.4 ± 2.4	490.2 ± 2.7	501.3 ± 2.3	△	■
At or above NMS	%	92.2 ± 0.6	92.4 ± 0.6	97.3 ± 0.4	▲	▲
LBOTE students (d)						
At or above NMS	%	86.1 ± 2.1	86.9 ± 1.9	94.5 ± 1.2	▲	▲
Male students						
At or above NMS	%	87.1 ± 1.0	87.4 ± 1.0	95.0 ± 0.7	▲	▲
Female students						
At or above NMS	%	91.1 ± 0.9	91.9 ± 0.9	97.0 ± 0.4	▲	▲

TABLE 4A.65

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	527.0 ± 2.8	537.8 ± 3.0	538.4 ± 3.2	■	■
At or above NMS	%	92.7 ± 0.8	93.7 ± 0.7	93.8 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	450.0 ± 5.7	462.0 ± 5.2	460.1 ± 5.3	■	■
At or above NMS	%	63.4 ± 3.7	69.1 ± 3.4	68.2 ± 3.7	■	■
Non-Indigenous students						
Mean scale score	no.	533.2 ± 2.6	543.3 ± 2.9	544.5 ± 3.0	■	■
At or above NMS	%	95.0 ± 0.5	95.4 ± 0.5	95.7 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 2.0	90.9 ± 1.5	91.4 ± 1.5	■	■
Male students						
At or above NMS	%	91.0 ± 0.9	91.9 ± 0.9	92.4 ± 1.0	■	■
Female students						
At or above NMS	%	94.5 ± 0.7	95.6 ± 0.6	95.3 ± 0.7	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	569.8 ± 4.6	572.2 ± 4.7	579.7 ± 4.6	■	■
At or above NMS	%	91.8 ± 1.1	90.7 ± 1.2	92.9 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	498.3 ± 5.7	494.8 ± 7.2	506.3 ± 5.8	■	■
At or above NMS	%	62.8 ± 3.9	57.7 ± 4.6	65.7 ± 4.0	■	△
Non-Indigenous students						
Mean scale score	no.	575.6 ± 4.4	576.8 ± 4.3	585.2 ± 4.4	■	■
At or above NMS	%	94.0 ± 0.9	92.8 ± 1.0	94.8 ± 0.8	■	△
LBOTE students (d)						
At or above NMS	%	89.6 ± 2.4	86.8 ± 2.4	91.0 ± 2.2	■	△
Male students						
At or above NMS	%	90.1 ± 1.3	88.6 ± 1.6	91.4 ± 1.3	■	■
Female students						
At or above NMS	%	93.5 ± 1.0	92.9 ± 1.1	94.4 ± 1.0	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 3.3	408.9 ± 3.6	409.6 ± 3.4	■	■
At or above NMS	%	91.5 ± 1.0	92.6 ± 0.9	94.3 ± 0.7	△	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	329.7 ± 8.7	334.4 ± 8.6	331.0 ± 11.8	■	■
At or above NMS	%	71.5 ± 4.4	72.5 ± 4.9	76.7 ± 4.8	■	■
Non-Indigenous students						
Mean scale score	no.	403.9 ± 3.1	412.1 ± 3.5	413.4 ± 3.3	■	■
At or above NMS	%	92.5 ± 0.9	93.5 ± 0.8	95.3 ± 0.6	△	△
LBOTE students (d)						
At or above NMS	%	85.5 ± 4.3	88.8 ± 2.5	92.0 ± 2.2	△	■
Male students						
At or above NMS	%	89.6 ± 1.3	90.5 ± 1.1	92.7 ± 1.0	△	■
Female students						
At or above NMS	%	93.5 ± 0.9	94.8 ± 0.8	96.1 ± 0.6	△	■
<i>Year 5</i>						
All students						
Mean scale score	no.	477.9 ± 3.0	483.9 ± 3.1	491.9 ± 2.6	△	■
At or above NMS	%	89.9 ± 1.1	90.7 ± 0.9	95.7 ± 0.6	▲	▲
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	405.9 ± 9.8	410.4 ± 7.9	433.5 ± 7.3	△	△
At or above NMS	%	60.6 ± 5.9	63.8 ± 4.8	82.4 ± 5.2	▲	▲
Non-Indigenous students						
Mean scale score	no.	481.0 ± 2.8	486.8 ± 3.0	494.6 ± 2.5	△	■
At or above NMS	%	91.3 ± 1.0	91.8 ± 0.9	96.3 ± 0.6	▲	▲
LBOTE students (d)						
At or above NMS	%	81.3 ± 4.1	84.9 ± 2.5	93.7 ± 1.9	▲	▲
Male students						
At or above NMS	%	88.2 ± 1.4	88.1 ± 1.3	94.3 ± 0.9	△	△
Female students						
At or above NMS	%	91.7 ± 1.1	93.4 ± 0.8	97.1 ± 0.6	▲	▲

TABLE 4A.66

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	533.5 ± 2.9	537.0 ± 2.9	535.9 ± 2.9	■	■
At or above NMS	%	93.4 ± 0.8	93.7 ± 0.7	94.0 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	464.9 ± 8.7	478.4 ± 7.6	475.5 ± 6.6	■	■
At or above NMS	%	69.6 ± 5.9	77.4 ± 4.4	74.3 ± 4.5	■	■
Non-Indigenous students						
Mean scale score	no.	536.4 ± 2.7	539.5 ± 2.8	538.7 ± 2.8	■	■
At or above NMS	%	94.4 ± 0.7	94.4 ± 0.7	94.9 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	85.3 ± 3.5	89.4 ± 2.0	91.2 ± 2.0	△	■
Male students						
At or above NMS	%	92.0 ± 1.0	92.1 ± 1.0	92.4 ± 1.0	■	■
Female students						
At or above NMS	%	94.8 ± 0.8	95.4 ± 0.7	95.6 ± 0.7	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 5.0	570.1 ± 5.0	576.6 ± 4.4	■	■
At or above NMS	%	91.7 ± 1.8	90.8 ± 1.4	93.2 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	506.3 ± 10.1	511.9 ± 8.0	524.5 ± 5.6	△	△
At or above NMS	%	62.5 ± 6.5	66.6 ± 5.9	76.3 ± 4.1	△	△
Non-Indigenous students						
Mean scale score	no.	578.5 ± 4.6	572.1 ± 4.7	578.6 ± 4.2	■	■
At or above NMS	%	93.5 ± 1.1	91.8 ± 1.3	93.9 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	85.0 ± 4.8	83.4 ± 4.0	89.9 ± 4.0	■	△
Male students						
At or above NMS	%	90.4 ± 2.0	89.1 ± 1.7	91.7 ± 1.5	■	■
Female students						
At or above NMS	%	92.9 ± 1.7	92.6 ± 1.4	94.8 ± 1.0	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.67

Table 4A.67 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	401.2 ± 4.9	419.1 ± 7.0	414.9 ± 6.0	■	■
At or above NMS	%	92.8 ± 1.0	92.9 ± 1.2	94.6 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	376.6 ± 9.4	369.0 ± 11.3	372.7 ± 8.8	■	■
At or above NMS	%	88.4 ± 4.1	85.2 ± 4.1	89.9 ± 3.4	■	■
Non-Indigenous students						
Mean scale score	no.	403.4 ± 5.2	420.8 ± 6.1	416.8 ± 5.8	■	■
At or above NMS	%	93.0 ± 1.0	93.4 ± 1.2	94.9 ± 0.9	△	■
LBOTE students (d)						
At or above NMS	%	88.9 ± 5.4	91.9 ± 4.6	93.4 ± 3.8	■	■
Male students						
At or above NMS	%	92.0 ± 1.4	90.6 ± 1.7	92.9 ± 1.5	■	■
Female students						
At or above NMS	%	93.7 ± 1.2	95.3 ± 1.1	96.4 ± 1.0	△	■
<i>Year 5</i>						
All students						
Mean scale score	no.	476.4 ± 4.9	491.7 ± 5.4	496.1 ± 4.6	△	■
At or above NMS	%	89.7 ± 1.4	90.7 ± 1.3	95.5 ± 0.9	▲	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	456.6 ± 9.8	452.8 ± 9.0	462.5 ± 7.2	■	■
At or above NMS	%	84.5 ± 4.5	80.7 ± 4.3	89.8 ± 3.7	■	△
Non-Indigenous students						
Mean scale score	no.	480.1 ± 4.9	493.8 ± 5.1	498.5 ± 4.6	△	■
At or above NMS	%	90.7 ± 1.3	91.4 ± 1.3	96.0 ± 0.8	▲	△
LBOTE students (d)						
At or above NMS	%	83.8 ± 6.0	87.7 ± 5.6	94.8 ± 2.5	▲	▲
Male students						
At or above NMS	%	88.7 ± 1.9	88.1 ± 1.9	94.0 ± 1.2	△	△
Female students						
At or above NMS	%	90.7 ± 1.5	93.3 ± 1.2	97.1 ± 0.9	▲	▲

TABLE 4A.67

Table 4A.67 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	534.2 ± 7.2	540.6 ± 7.4	536.3 ± 6.6	■	■
At or above NMS	%	93.9 ± 1.5	93.9 ± 1.2	93.7 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	513.8 ± 8.3	505.0 ± 7.9	501.9 ± 6.9	■	■
At or above NMS	%	89.0 ± 3.5	89.2 ± 3.5	85.2 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	536.6 ± 7.5	542.8 ± 6.8	538.5 ± 6.3	■	■
At or above NMS	%	94.4 ± 1.4	94.5 ± 1.2	94.4 ± 1.2	■	■
LBOTE students (d)						
At or above NMS	%	90.7 ± 4.9	85.0 ± 9.0	91.0 ± 4.1	■	■
Male students						
At or above NMS	%	93.0 ± 1.8	92.1 ± 1.7	91.6 ± 1.9	■	■
Female students						
At or above NMS	%	95.0 ± 1.5	95.7 ± 1.1	95.9 ± 1.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.8 ± 7.3	570.6 ± 7.4	575.8 ± 6.5	■	■
At or above NMS	%	93.0 ± 1.7	89.9 ± 2.0	91.8 ± 1.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	564.9 ± 9.4	536.8 ± 9.2	539.9 ± 7.3	▽	■
At or above NMS	%	90.7 ± 3.7	78.9 ± 5.6	85.0 ± 4.7	■	■
Non-Indigenous students						
Mean scale score	no.	580.9 ± 7.4	573.6 ± 7.1	579.9 ± 6.0	■	■
At or above NMS	%	93.5 ± 1.4	91.1 ± 1.7	92.7 ± 1.6	■	■
LBOTE students (d)						
At or above NMS	%	87.3 ± 6.5	75.7 ± 10.3	88.8 ± 6.6	■	▲
Male students						
At or above NMS	%	92.8 ± 2.0	87.4 ± 2.6	89.6 ± 2.4	■	■
Female students						
At or above NMS	%	93.2 ± 1.8	92.4 ± 1.7	94.1 ± 1.6	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.67 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

		2008	2012	2013	Nature of differences	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	421.0 ± 5.9	443.8 ± 5.8	441.9 ± 6.8	△	■
At or above NMS	%	94.4 ± 1.5	96.0 ± 0.9	96.1 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	359.5 ± 17.6	372.6 ± 17.7	375.0 ± 16.3	■	■
At or above NMS	%	84.9 ± 8.1	85.7 ± 7.8	87.6 ± 7.6	■	■
Non-Indigenous students						
Mean scale score	no.	422.8 ± 5.7	445.9 ± 5.8	443.8 ± 6.7	△	■
At or above NMS	%	94.8 ± 1.4	96.3 ± 0.8	96.4 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	87.8 ± 6.4	94.0 ± 2.0	92.8 ± 2.8	■	■
Male students						
At or above NMS	%	92.2 ± 2.1	94.8 ± 1.3	95.0 ± 1.4	△	■
Female students						
At or above NMS	%	96.6 ± 1.1	97.3 ± 0.9	97.4 ± 1.1	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	503.3 ± 5.6	519.0 ± 7.0	519.2 ± 5.4	△	■
At or above NMS	%	94.8 ± 1.2	94.9 ± 1.3	97.0 ± 0.9	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	441.9 ± 16.7	459.7 ± 17.7	474.6 ± 13.7	△	■
At or above NMS	%	81.1 ± 8.0	80.4 ± 8.1	93.7 ± 4.9	▲	▲
Non-Indigenous students						
Mean scale score	no.	504.9 ± 5.5	520.3 ± 7.0	520.3 ± 5.4	△	■
At or above NMS	%	95.2 ± 1.1	95.3 ± 1.2	97.1 ± 0.9	△	△
LBOTE students (d)						
At or above NMS	%	88.8 ± 5.6	91.9 ± 2.3	95.3 ± 2.0	▲	△
Male students						
At or above NMS	%	93.5 ± 1.7	93.5 ± 1.8	96.0 ± 1.4	△	△
Female students						
At or above NMS	%	96.0 ± 1.2	96.4 ± 1.2	98.1 ± 0.8	△	△

Table 4A.68 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	558.2 ± 10.1	558.6 ± 8.3	560.6 ± 8.2	■	■
At or above NMS	%	96.3 ± 1.4	95.7 ± 1.5	95.9 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	519.4 ± 16.5	507.4 ± 14.2	523.2 ± 16.8	■	■
At or above NMS	%	94.3 ± 4.8	84.1 ± 7.9	90.9 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	559.2 ± 10.2	559.8 ± 8.3	561.7 ± 8.1	■	■
At or above NMS	%	96.4 ± 1.4	96.0 ± 1.4	96.0 ± 1.3	■	■
LBOTE students (d)						
At or above NMS	%	95.2 ± 3.3	93.4 ± 3.0	94.1 ± 2.7	■	■
Male students						
At or above NMS	%	95.0 ± 2.0	94.3 ± 2.1	94.8 ± 2.1	■	■
Female students						
At or above NMS	%	97.6 ± 1.1	97.1 ± 1.4	97.0 ± 1.1	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	601.9 ± 10.0	597.0 ± 8.8	599.5 ± 8.0	■	■
At or above NMS	%	96.6 ± 1.3	94.7 ± 1.7	96.0 ± 1.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	552.8 ± 17.7	539.5 ± 12.5	548.9 ± 15.4	■	■
At or above NMS	%	84.2 ± 9.0	82.4 ± 9.9	81.0 ± 8.1	■	■
Non-Indigenous students						
Mean scale score	no.	603.1 ± 9.8	598.5 ± 8.8	600.9 ± 7.7	■	■
At or above NMS	%	96.9 ± 1.1	94.9 ± 1.6	96.4 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	96.6 ± 2.6	92.3 ± 3.0	93.9 ± 2.7	■	■
Male students						
At or above NMS	%	95.4 ± 1.8	93.1 ± 2.4	95.2 ± 2.1	■	■
Female students						
At or above NMS	%	97.9 ± 1.1	96.3 ± 1.3	96.8 ± 1.4	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

		2008	2012	2013	Nature of differences	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	306.6 ± 19.9	332.2 ± 19.8	339.1 ± 16.3	△	■
At or above NMS	%	62.7 ± 6.5	68.9 ± 6.3	74.3 ± 5.4	△	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	208.1 ± 19.5	242.4 ± 20.8	265.8 ± 15.2	▲	■
At or above NMS	%	30.4 ± 6.0	39.6 ± 6.6	51.2 ± 6.0	▲	△
Non-Indigenous students						
Mean scale score	no.	382.5 ± 8.1	400.2 ± 9.3	397.1 ± 9.0	■	■
At or above NMS	%	88.2 ± 2.8	90.8 ± 2.4	92.7 ± 2.2	△	■
LBOTE students (d)						
At or above NMS	%	35.7 ± 7.7	46.1 ± 7.9	55.6 ± 7.2	△	■
Male students						
At or above NMS	%	60.1 ± 6.8	65.0 ± 6.6	71.6 ± 6.1	△	■
Female students						
At or above NMS	%	65.5 ± 6.5	72.7 ± 6.4	77.2 ± 5.1	△	■
<i>Year 5</i>						
All students						
Mean scale score	no.	405.1 ± 18.0	404.8 ± 23.2	437.4 ± 16.3	△	△
At or above NMS	%	62.5 ± 6.6	61.3 ± 7.2	73.7 ± 6.9	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	307.3 ± 17.7	310.2 ± 26.1	370.0 ± 15.4	▲	▲
At or above NMS	%	25.8 ± 5.7	27.4 ± 6.2	47.1 ± 8.0	▲	▲
Non-Indigenous students						
Mean scale score	no.	474.5 ± 6.9	482.3 ± 8.1	491.9 ± 6.8	△	■
At or above NMS	%	88.9 ± 2.5	89.0 ± 2.6	95.3 ± 2.5	▲	▲
LBOTE students (d)						
At or above NMS	%	31.3 ± 8.1	33.5 ± 7.8	51.3 ± 9.5	▲	△
Male students						
At or above NMS	%	60.2 ± 6.4	57.8 ± 7.5	70.6 ± 7.9	■	△
Female students						
At or above NMS	%	65.1 ± 7.0	65.0 ± 7.2	76.9 ± 6.3	△	△

TABLE 4A.69

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	468.4 ± 21.9	474.3 ± 22.2	468.6 ± 21.7	■	■
At or above NMS	%	67.1 ± 9.4	69.0 ± 8.9	65.7 ± 9.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	386.1 ± 17.6	397.3 ± 22.7	391.2 ± 19.7	■	■
At or above NMS	%	32.4 ± 8.6	39.1 ± 9.7	32.6 ± 8.5	■	■
Non-Indigenous students						
Mean scale score	no.	531.0 ± 10.8	530.8 ± 13.2	530.8 ± 11.0	■	■
At or above NMS	%	93.5 ± 2.8	90.8 ± 3.3	92.5 ± 2.8	■	■
LBOTE students (d)						
At or above NMS	%	38.2 ± 13.1	43.2 ± 11.7	37.0 ± 12.0	■	■
Male students						
At or above NMS	%	65.5 ± 9.0	66.4 ± 8.9	62.1 ± 9.6	■	■
Female students						
At or above NMS	%	69.0 ± 9.9	71.8 ± 9.2	69.6 ± 9.1	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	524.2 ± 21.6	516.0 ± 20.2	528.2 ± 17.7	■	■
At or above NMS	%	69.9 ± 8.3	65.3 ± 8.7	70.5 ± 8.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	446.5 ± 23.3	433.5 ± 19.3	456.2 ± 16.9	■	■
At or above NMS	%	37.9 ± 9.6	29.1 ± 8.9	38.4 ± 8.4	■	■
Non-Indigenous students						
Mean scale score	no.	578.1 ± 9.7	566.9 ± 14.1	576.1 ± 11.0	■	■
At or above NMS	%	92.2 ± 2.3	87.7 ± 5.2	92.0 ± 3.2	■	■
LBOTE students (d)						
At or above NMS	%	46.2 ± 14.6	37.7 ± 13.2	44.2 ± 13.1	■	■
Male students						
At or above NMS	%	68.5 ± 8.3	61.8 ± 8.6	68.3 ± 8.6	■	■
Female students						
At or above NMS	%	71.4 ± 8.5	69.3 ± 9.4	72.9 ± 8.4	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.70

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 1.2	419.6 ± 1.1	419.1 ± 1.1	△	■
At or above NMS	%	92.1 ± 0.3	93.6 ± 0.2	95.3 ± 0.2	△	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	313.7 ± 4.9	333.3 ± 4.1	343.7 ± 3.3	△	■
At or above NMS	%	68.3 ± 2.0	74.2 ± 1.6	81.5 ± 1.3	△	△
Non-Indigenous students						
Mean scale score	no.	405.0 ± 1.1	424.2 ± 1.0	423.4 ± 1.0	△	■
At or above NMS	%	93.5 ± 0.2	94.7 ± 0.2	96.2 ± 0.1	△	△
LBOTE students (d)						
At or above NMS	%	90.4 ± 0.7	91.9 ± 0.5	93.9 ± 0.4	△	■
Male students						
At or above NMS	%	90.3 ± 0.3	91.9 ± 0.3	94.0 ± 0.2	△	■
Female students						
At or above NMS	%	94.1 ± 0.2	95.5 ± 0.2	96.8 ± 0.2	△	△
<i>Year 5</i>						
All students						
Mean scale score	no.	484.4 ± 1.1	493.6 ± 1.1	502.3 ± 0.9	△	■
At or above NMS	%	91.0 ± 0.3	91.6 ± 0.3	96.1 ± 0.2	▲	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	403.4 ± 4.1	409.0 ± 5.5	439.4 ± 3.4	△	△
At or above NMS	%	63.4 ± 1.8	64.7 ± 1.9	83.3 ± 1.7	▲	▲
Non-Indigenous students						
Mean scale score	no.	488.7 ± 1.0	498.0 ± 1.0	505.9 ± 0.8	△	■
At or above NMS	%	92.6 ± 0.2	93.1 ± 0.2	96.9 ± 0.1	▲	▲
LBOTE students (d)						
At or above NMS	%	87.5 ± 0.7	89.0 ± 0.6	94.4 ± 0.5	▲	△
Male students						
At or above NMS	%	89.3 ± 0.3	89.5 ± 0.4	95.0 ± 0.2	△	△
Female students						
At or above NMS	%	92.8 ± 0.3	93.9 ± 0.2	97.3 ± 0.2	▲	▲

TABLE 4A.70

Table 4A.70 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					<i>2008 to 2013</i>	<i>2012 to 2013</i>
<i>Year 7</i>						
All students						
Mean scale score	no.	536.5 ± 1.4	541.5 ± 1.3	540.6 ± 1.3	■	■
At or above NMS	%	94.2 ± 0.3	94.1 ± 0.2	94.2 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	466.5 ± 4.2	474.8 ± 3.4	472.4 ± 3.5	■	■
At or above NMS	%	71.9 ± 2.0	75.4 ± 1.6	73.2 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	540.2 ± 1.3	545.0 ± 1.3	544.3 ± 1.3	■	■
At or above NMS	%	95.4 ± 0.2	95.1 ± 0.2	95.4 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	90.8 ± 0.8	91.4 ± 0.7	91.7 ± 0.7	■	■
Male students						
At or above NMS	%	92.8 ± 0.3	92.5 ± 0.3	92.8 ± 0.3	■	■
Female students						
At or above NMS	%	95.6 ± 0.2	95.8 ± 0.2	95.7 ± 0.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.0 ± 1.5	574.8 ± 1.5	580.2 ± 1.4	■	■
At or above NMS	%	92.9 ± 0.4	91.4 ± 0.4	93.4 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	513.8 ± 4.6	509.8 ± 3.2	520.1 ± 2.8	■	■
At or above NMS	%	70.7 ± 2.1	67.2 ± 1.9	73.9 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	581.3 ± 1.5	578.0 ± 1.5	583.6 ± 1.4	■	■
At or above NMS	%	94.2 ± 0.3	92.7 ± 0.3	94.5 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	90.0 ± 0.8	87.6 ± 0.9	91.3 ± 0.7	■	△
Male students						
At or above NMS	%	91.5 ± 0.4	89.4 ± 0.5	91.8 ± 0.4	■	■
Female students						
At or above NMS	%	94.4 ± 0.3	93.5 ± 0.3	95.0 ± 0.3	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.71

Table 4A.71 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 - Year 5 - Year 7									
All students									
2009 Year 3	422.3 ± 1.9	430.4 ± 1.9	385.9 ± 2.3	395.5 ± 3.2	399.0 ± 3.3	404.7 ± 5.2	433.6 ± 6.2	322.2 ± 17.5	410.8 ± 1.2
2011 Year 5	495.4 ± 2.0	503.7 ± 1.8	469.4 ± 2.1	480.2 ± 3.0	478.0 ± 3.2	485.9 ± 5.6	516.3 ± 6.3	403.3 ± 19.8	488.1 ± 1.1
2013 Year 7	544.1 ± 2.9	546.9 ± 2.5	533.5 ± 2.0	538.4 ± 3.2	535.9 ± 2.9	536.3 ± 6.6	560.6 ± 8.2	468.6 ± 21.7	540.6 ± 1.3
Gain 2009-2011	73.1 ± 9.4	73.3 ± 9.4	83.5 ± 9.5	84.7 ± 10.0	79.0 ± 10.1	81.2 ± 11.8	82.7 ± 12.6	81.1 ± 27.9	77.3 ± 9.2
Gain 2011-2013	48.7 ± 6.8	43.2 ± 6.6	64.1 ± 6.6	58.2 ± 7.3	57.9 ± 7.3	50.4 ± 10.5	44.3 ± 11.9	65.3 ± 30.0	52.5 ± 6.1
Aboriginal and Torres Strait Islander students (d)									
2009 Year 3	355.6 ± 3.8	375.3 ± 7.7	327.9 ± 4.5	304.4 ± 6.0	329.5 ± 8.7	365.4 ± 10.4	361.6 ± 18.2	239.4 ± 18.6	327.4 ± 4.2
2011 Year 5	434.4 ± 3.7	455.1 ± 6.0	413.7 ± 4.0	387.7 ± 6.1	412.9 ± 7.7	449.0 ± 7.6	461.0 ± 16.1	317.7 ± 21.0	409.8 ± 4.1
2013 Year 7	487.4 ± 3.0	499.7 ± 6.7	479.6 ± 4.0	460.1 ± 5.3	475.5 ± 6.6	501.9 ± 6.9	523.2 ± 16.8	391.2 ± 19.7	472.4 ± 3.5
Gain 2009-2011	78.8 ± 10.5	79.8 ± 13.3	85.8 ± 10.8	83.3 ± 12.4	83.4 ± 14.7	83.6 ± 15.7	99.4 ± 25.9	78.3 ± 29.4	82.4 ± 10.8
Gain 2011-2013	53.0 ± 7.6	44.6 ± 10.8	65.9 ± 8.2	72.4 ± 10.0	62.6 ± 11.7	52.9 ± 11.8	62.2 ± 24.1	73.5 ± 29.4	62.6 ± 8.0
Non-Indigenous students									
2009 Year 3	425.0 ± 1.9	431.0 ± 1.9	390.0 ± 2.1	403.8 ± 2.9	401.6 ± 3.2	408.2 ± 5.4	435.7 ± 6.1	383.2 ± 7.3	415.0 ± 1.1
2011 Year 5	498.0 ± 1.9	504.3 ± 1.7	474.2 ± 2.0	487.2 ± 2.7	480.6 ± 3.1	488.9 ± 5.5	517.5 ± 6.2	473.7 ± 6.9	492.3 ± 1.0
2013 Year 7	547.1 ± 2.9	547.6 ± 2.5	537.5 ± 1.9	544.5 ± 3.0	538.7 ± 2.8	538.5 ± 6.3	561.7 ± 8.1	530.8 ± 11.0	544.3 ± 1.3
Gain 2009-2011	73.0 ± 9.4	73.3 ± 9.4	84.2 ± 9.5	83.4 ± 9.8	79.0 ± 10.1	80.7 ± 11.9	81.8 ± 12.5	90.5 ± 13.5	77.3 ± 9.1
Gain 2011-2013	49.1 ± 6.8	43.3 ± 6.6	63.3 ± 6.5	57.3 ± 7.1	58.1 ± 7.2	49.6 ± 10.2	44.2 ± 11.8	57.1 ± 14.3	52.0 ± 6.1
Year 5 - Year 7 - Year 9									
All students									
2009 Year 5	503.4 ± 1.9	506.3 ± 1.6	477.8 ± 2.2	482.2 ± 2.9	484.3 ± 3.1	487.2 ± 5.3	512.7 ± 6.4	420.6 ± 16.0	493.9 ± 1.1
2011 Year 7	543.5 ± 3.0	544.8 ± 2.6	533.5 ± 2.0	541.3 ± 3.2	533.8 ± 2.9	534.5 ± 7.4	561.8 ± 8.5	480.2 ± 19.3	540.2 ± 1.3
2013 Year 9	584.0 ± 2.7	584.6 ± 2.6	572.4 ± 3.0	579.7 ± 4.6	576.6 ± 4.4	575.8 ± 6.5	599.5 ± 8.0	528.2 ± 17.7	580.2 ± 1.4
Gain 2009-2011	40.1 ± 8.2	38.5 ± 8.0	55.7 ± 7.9	59.1 ± 8.5	49.5 ± 8.5	47.3 ± 11.7	49.1 ± 12.9	59.6 ± 26.2	46.3 ± 7.6

TABLE 4A.71

Table 4A.71 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Gain 2011-2013	40.5 ± 6.5	39.8 ± 6.3	38.9 ± 6.2	38.4 ± 7.5	42.8 ± 7.3	41.3 ± 11.1	37.7 ± 12.7	48.0 ± 26.7	40.0 ± 5.4
Aboriginal and Torres Strait Islander students (d)									
2009 Year 5	438.0 ± 4.0	458.7 ± 6.0	413.3 ± 5.6	391.4 ± 6.2	414.1 ± 10.1	442.1 ± 8.1	458.5 ± 20.0	333.1 ± 14.7	414.4 ± 3.5
2011 Year 7	485.7 ± 3.1	495.4 ± 5.2	480.0 ± 3.6	466.0 ± 4.9	476.2 ± 6.3	498.4 ± 7.8	514.6 ± 16.9	408.7 ± 16.5	475.3 ± 2.6
2013 Year 9	531.1 ± 3.1	543.6 ± 4.3	523.2 ± 4.2	506.3 ± 5.8	524.5 ± 5.6	539.9 ± 7.3	548.9 ± 15.4	456.2 ± 16.9	520.1 ± 2.8
Gain 2009-2011	47.7 ± 8.9	36.7 ± 10.9	66.7 ± 9.9	74.6 ± 10.8	62.1 ± 14.0	56.3 ± 13.5	56.1 ± 27.2	75.6 ± 23.3	60.9 ± 8.6
Gain 2011-2013	45.4 ± 6.7	48.2 ± 8.5	43.2 ± 7.5	40.3 ± 9.2	48.3 ± 9.8	41.5 ± 11.8	34.3 ± 23.4	47.5 ± 24.1	44.8 ± 6.3
Non-Indigenous students									
2009 Year 5	506.0 ± 1.9	506.9 ± 1.6	482.3 ± 2.1	490.7 ± 2.6	486.9 ± 3.0	493.7 ± 5.1	514.1 ± 6.3	480.8 ± 7.2	498.1 ± 1.0
2011 Year 7	546.0 ± 3.0	545.7 ± 2.6	537.8 ± 1.9	547.0 ± 3.0	536.1 ± 2.8	539.1 ± 6.9	563.0 ± 8.3	534.8 ± 13.0	543.7 ± 1.3
2013 Year 9	587.1 ± 2.7	585.7 ± 2.6	575.9 ± 2.9	585.2 ± 4.4	578.6 ± 4.2	579.9 ± 6.0	600.9 ± 7.7	576.1 ± 11.0	583.6 ± 1.4
Gain 2009-2011	40.0 ± 8.2	38.8 ± 8.0	55.5 ± 7.9	56.3 ± 8.4	49.2 ± 8.4	45.4 ± 11.3	48.9 ± 12.7	54.0 ± 16.6	45.6 ± 7.5
Gain 2011-2013	41.1 ± 6.4	40.0 ± 6.2	38.1 ± 6.1	38.2 ± 7.3	42.5 ± 7.1	40.8 ± 10.4	37.9 ± 12.4	41.3 ± 17.8	39.9 ± 5.4
Year 3 - Year 5									
All students									
2011 Year 3	423.1 ± 2.0	433.5 ± 1.9	399.9 ± 2.3	400.3 ± 3.1	402.2 ± 3.6	410.1 ± 6.1	443.0 ± 6.8	322.6 ± 18.9	415.7 ± 1.2
2013 Year 5	506.4 ± 1.7	510.1 ± 1.5	497.0 ± 1.8	495.4 ± 2.5	491.9 ± 2.6	496.1 ± 4.6	519.2 ± 5.4	437.4 ± 16.3	502.3 ± 0.9
Gain 2011-2013	83.3 ± 8.3	76.6 ± 8.3	97.1 ± 8.4	95.1 ± 8.8	89.7 ± 9.0	86.0 ± 11.0	76.2 ± 11.7	114.8 ± 26.2	86.6 ± 8.0
Aboriginal and Torres Strait Islander students (d)									
2011 Year 3	355.1 ± 3.6	374.0 ± 6.5	338.1 ± 4.1	313.2 ± 5.3	326.7 ± 10.2	365.3 ± 10.7	371.9 ± 23.1	236.0 ± 18.2	331.6 ± 4.0
2013 Year 5	456.0 ± 2.6	470.9 ± 4.1	445.2 ± 3.5	423.7 ± 5.1	433.5 ± 7.3	462.5 ± 7.2	474.6 ± 13.7	370.0 ± 15.4	439.4 ± 3.4
Gain 2011-2013	100.9 ± 9.1	96.9 ± 11.1	107.1 ± 9.6	110.5 ± 10.8	106.8 ± 14.8	97.2 ± 15.1	102.7 ± 28.0	134.0 ± 25.1	107.8 ± 9.5
Non-Indigenous students									
2011 Year 3	426.2 ± 2.0	434.3 ± 1.9	405.4 ± 2.2	407.4 ± 2.9	405.4 ± 3.5	413.7 ± 6.1	444.4 ± 6.7	391.0 ± 9.4	420.4 ± 1.1
2013 Year 5	509.1 ± 1.7	510.7 ± 1.5	501.1 ± 1.7	501.3 ± 2.3	494.6 ± 2.5	498.5 ± 4.6	520.3 ± 5.4	491.9 ± 6.8	505.9 ± 0.8

TABLE 4A.71

Table 4A.71 **Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Gain 2011-2013	82.9 ± 8.3	76.4 ± 8.3	95.7 ± 8.4	93.9 ± 8.7	89.2 ± 9.0	84.8 ± 11.0	75.9 ± 11.6	100.9 ± 14.0	85.5 ± 8.0

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2009, 2011 and 2013 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2009 to 2011 of 23.1 ± 2.7). Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. Gains for 2012-2014 are in table 4A.53. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.72

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 10 m</i>	<i>8 y 7 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	94.8 ± 0.3	95.2 ± 0.4	93.1 ± 0.5	93.2 ± 0.7	91.8 ± 0.9	93.4 ± 0.9	94.9 ± 1.2	67.7 ± 6.7	93.8 ± 0.2
Aboriginal and Torres Strait Islander students (e)	83.6 ± 1.6	88.4 ± 2.4	80.6 ± 2.0	66.0 ± 3.9	70.7 ± 5.0	91.1 ± 2.7	86.7 ± 7.2	33.9 ± 6.2	75.8 ± 1.6
Non-Indigenous students	95.5 ± 0.3	95.5 ± 0.4	94.1 ± 0.4	95.3 ± 0.5	92.9 ± 0.8	93.5 ± 1.0	95.1 ± 1.2	90.4 ± 3.5	94.9 ± 0.2
LBOTE students (f)	94.8 ± 0.5	93.9 ± 0.7	90.4 ± 1.3	91.4 ± 1.4	87.7 ± 2.7	86.9 ± 4.6	92.4 ± 2.6	40.8 ± 9.4	92.3 ± 0.5
Male students	92.7 ± 0.4	93.3 ± 0.6	90.5 ± 0.7	91.1 ± 0.9	88.8 ± 1.2	90.9 ± 1.3	93.3 ± 1.8	64.5 ± 6.9	91.6 ± 0.3
Female students	97.1 ± 0.2	97.1 ± 0.3	95.8 ± 0.4	95.4 ± 0.6	95.0 ± 0.7	96.0 ± 0.9	96.5 ± 1.1	71.0 ± 7.0	96.1 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	91.7 ± 0.4	93.2 ± 0.5	87.4 ± 0.7	89.8 ± 0.9	87.1 ± 1.2	89.0 ± 1.4	92.8 ± 1.5	59.9 ± 6.9	90.2 ± 0.3
Aboriginal and Torres Strait Islander students (e)	72.2 ± 2.1	79.3 ± 3.0	66.4 ± 2.6	53.6 ± 3.7	58.2 ± 5.3	76.8 ± 5.2	73.5 ± 7.9	24.8 ± 5.9	63.3 ± 1.6
Non-Indigenous students	92.8 ± 0.4	93.7 ± 0.5	89.1 ± 0.6	92.5 ± 0.6	88.5 ± 1.1	90.1 ± 1.4	93.5 ± 1.4	86.1 ± 3.0	91.9 ± 0.3
LBOTE students (f)	93.0 ± 0.6	92.7 ± 0.8	84.7 ± 1.9	88.7 ± 1.6	84.1 ± 3.0	85.0 ± 5.2	91.9 ± 2.4	30.9 ± 8.1	89.8 ± 0.6
Male students	88.3 ± 0.7	90.4 ± 0.7	82.8 ± 1.0	86.4 ± 1.1	82.8 ± 1.5	84.4 ± 2.1	90.1 ± 2.2	53.9 ± 7.1	86.6 ± 0.4
Female students	95.4 ± 0.3	96.2 ± 0.4	92.3 ± 0.6	93.4 ± 0.8	91.8 ± 1.0	93.9 ± 1.2	95.7 ± 1.4	66.1 ± 7.2	94.1 ± 0.2
Year 7									
Average age (d)	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 3 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 11 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 7 m</i>
Years of schooling (d)	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>6 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 2 m</i>

TABLE 4A.72

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	89.0 ± 0.7	90.5 ± 0.8	85.8 ± 0.9	89.5 ± 1.0	88.1 ± 1.1	86.8 ± 2.1	90.7 ± 2.5	56.2 ± 9.8	88.5 ± 0.4
Aboriginal and Torres Strait Islander students (e)	66.9 ± 2.1	68.9 ± 3.9	62.8 ± 3.0	54.8 ± 4.2	60.4 ± 5.0	73.6 ± 5.1	66.9 ± 12.5	19.9 ± 6.3	59.3 ± 1.8
Non-Indigenous students	90.3 ± 0.7	91.0 ± 0.7	87.7 ± 0.8	92.4 ± 0.7	89.4 ± 1.0	87.8 ± 2.0	91.4 ± 2.3	83.7 ± 4.4	90.2 ± 0.4
LBOTE students (f)	91.1 ± 1.0	90.5 ± 1.2	82.9 ± 2.3	88.5 ± 1.8	85.1 ± 2.7	83.6 ± 6.4	90.1 ± 3.0	25.1 ± 11.3	88.2 ± 0.8
Male students	84.4 ± 1.1	86.4 ± 1.1	81.2 ± 1.2	85.8 ± 1.4	83.2 ± 1.6	80.8 ± 3.1	87.0 ± 3.9	49.5 ± 9.9	84.0 ± 0.6
Female students	93.9 ± 0.6	94.9 ± 0.6	91.1 ± 0.8	93.5 ± 0.8	93.2 ± 0.9	93.0 ± 1.5	94.4 ± 1.9	63.5 ± 10.3	93.2 ± 0.3
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 m	14 y 7 m	14 y 11 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	80.8 ± 1.2	85.4 ± 1.0	79.4 ± 1.3	85.4 ± 1.6	79.7 ± 2.5	79.2 ± 2.9	83.8 ± 3.5	53.3 ± 9.3	81.8 ± 0.6
Aboriginal and Torres Strait Islander students (e)	50.5 ± 2.6	62.1 ± 4.1	52.3 ± 3.2	48.2 ± 4.4	46.8 ± 4.7	66.7 ± 5.3	57.5 ± 11.5	17.8 ± 5.9	49.4 ± 1.7
Non-Indigenous students	82.5 ± 1.1	85.8 ± 1.0	81.5 ± 1.2	88.3 ± 1.3	81.3 ± 2.4	80.6 ± 2.9	84.7 ± 3.3	75.0 ± 6.4	83.6 ± 0.6
LBOTE students (f)	84.5 ± 1.6	85.7 ± 1.7	75.9 ± 3.3	85.4 ± 2.7	74.2 ± 7.1	74.1 ± 9.6	82.5 ± 4.7	27.6 ± 11.3	82.4 ± 1.1
Male students	74.1 ± 1.7	79.6 ± 1.6	72.2 ± 1.8	80.0 ± 2.2	72.7 ± 3.2	70.9 ± 3.8	77.2 ± 5.5	46.3 ± 9.0	75.3 ± 0.9
Female students	87.8 ± 1.0	91.3 ± 0.8	87.1 ± 1.1	91.1 ± 1.3	87.1 ± 2.1	87.8 ± 2.3	90.6 ± 2.7	60.7 ± 9.9	88.6 ± 0.5

TABLE 4A.72

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	94.8 ± 0.3	95.2 ± 0.4	93.1 ± 0.5	93.2 ± 0.7	91.8 ± 0.9	93.4 ± 0.9	94.9 ± 1.2	67.7 ± 6.7	93.8 ± 0.2
Compared to										
<i>NSW</i>	94.8 ± 0.3	..	■	■	■	△	■	■	▲	■
<i>Vic</i>	95.2 ± 0.4	■	..	△	△	△	△	■	▲	■
<i>Qld</i>	93.1 ± 0.5	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	93.2 ± 0.7	■	▽	■	..	■	■	■	▲	■
<i>SA</i>	91.8 ± 0.9	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	93.4 ± 0.9	■	▽	■	■	■	..	■	▲	■
<i>ACT</i>	94.9 ± 1.2	■	■	△	■	△	■	..	▲	■
<i>NT</i>	67.7 ± 6.7	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	93.8 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	91.7 ± 0.4	93.2 ± 0.5	87.4 ± 0.7	89.8 ± 0.9	87.1 ± 1.2	89.0 ± 1.4	92.8 ± 1.5	59.9 ± 6.9	90.2 ± 0.3
Compared to										
<i>NSW</i>	91.7 ± 0.4	..	■	△	■	△	■	■	▲	■
<i>Vic</i>	93.2 ± 0.5	■	..	△	△	△	△	■	▲	△
<i>Qld</i>	87.4 ± 0.7	▽	▽	..	■	■	■	▽	▲	■
<i>WA</i>	89.8 ± 0.9	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	87.1 ± 1.2	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	89.0 ± 1.4	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	92.8 ± 1.5	■	■	△	△	△	△	..	▲	△
<i>NT</i>	59.9 ± 6.9	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	90.2 ± 0.3	■	▽	■	■	■	■	▽	▲	..

TABLE 4A.72

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	89.0 ± 0.7	90.5 ± 0.8	85.8 ± 0.9	89.5 ± 1.0	88.1 ± 1.1	86.8 ± 2.1	90.7 ± 2.5	56.2 ± 9.8	88.5 ± 0.4
Compared to										
<i>NSW</i>	89.0 ± 0.7	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	90.5 ± 0.8	■	..	△	■	■	△	■	▲	■
<i>Qld</i>	85.8 ± 0.9	■	▽	..	▽	■	■	▽	▲	■
<i>WA</i>	89.5 ± 1.0	■	■	△	..	■	■	■	▲	■
<i>SA</i>	88.1 ± 1.1	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	86.8 ± 2.1	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	90.7 ± 2.5	■	■	△	■	■	△	..	▲	■
<i>NT</i>	56.2 ± 9.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	88.5 ± 0.4	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	80.8 ± 1.2	85.4 ± 1.0	79.4 ± 1.3	85.4 ± 1.6	79.7 ± 2.5	79.2 ± 2.9	83.8 ± 3.5	53.3 ± 9.3	81.8 ± 0.6
Compared to										
<i>NSW</i>	80.8 ± 1.2	..	▽	■	▽	■	■	■	▲	■
<i>Vic</i>	85.4 ± 1.0	△	..	△	■	△	△	■	▲	■
<i>Qld</i>	79.4 ± 1.3	■	▽	..	▽	■	■	■	▲	■
<i>WA</i>	85.4 ± 1.6	△	■	△	..	△	△	■	▲	■
<i>SA</i>	79.7 ± 2.5	■	▽	■	▽	..	■	■	▲	■
<i>Tas</i>	79.2 ± 2.9	■	▽	■	▽	■	..	■	▲	■
<i>ACT</i>	83.8 ± 3.5	■	■	■	■	■	■	..	▲	■
<i>NT</i>	53.3 ± 9.3	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	81.8 ± 0.6	■	■	■	■	■	■	■	▲	..

Table 4A.72 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (per cent) (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.79. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2013 are in table 4A.90.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.
- .. Not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.73

Table 4A.73 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	86.1 ± 2.0	90.7 ± 3.1	82.2 ± 2.5	79.0 ± 3.4	78.2 ± 4.7	92.0 ± 4.5	86.0 ± 7.4	..	83.9 ± 1.3
Provincial	82.7 ± 2.2	86.4 ± 4.0	83.6 ± 2.7	76.5 ± 4.9	70.3 ± 6.7	90.6 ± 3.8	np	68.6 ± 8.7	81.8 ± 1.6
Remote	66.4 ± 15.2	np	69.9 ± 9.8	59.1 ± 9.5	83.6 ± 14.5	np	..	46.4 ± 10.1	61.1 ± 5.3
Very remote	81.3 ± 10.6	..	69.2 ± 8.5	39.0 ± 7.9	34.3 ± 17.3	np	..	15.8 ± 4.7	37.7 ± 5.8
Total	83.6 ± 1.6	88.4 ± 2.4	80.6 ± 2.0	66.0 ± 3.9	70.7 ± 5.0	91.1 ± 2.7	86.7 ± 7.2	33.9 ± 6.2	75.8 ± 1.6
Non-Indigenous students									
Metropolitan	95.8 ± 0.3	95.6 ± 0.5	94.4 ± 0.5	95.7 ± 0.5	93.3 ± 0.9	93.6 ± 1.5	95.1 ± 1.2	..	95.3 ± 0.2
Provincial	94.4 ± 0.6	95.1 ± 0.6	93.6 ± 0.7	94.4 ± 1.0	91.6 ± 1.4	93.5 ± 1.3	np	89.9 ± 4.4	94.0 ± 0.3
Remote	92.4 ± 3.4	99.6 ± 2.7	93.2 ± 2.2	93.2 ± 2.1	93.7 ± 3.1	94.1 ± 8.2	..	92.4 ± 4.5	93.2 ± 1.4
Very remote	np	..	92.6 ± 4.2	91.9 ± 3.2	93.3 ± 7.7	np	..	91.6 ± 9.2	92.2 ± 2.4
Total	95.5 ± 0.3	95.5 ± 0.4	94.1 ± 0.4	95.3 ± 0.5	92.9 ± 0.8	93.5 ± 1.0	95.1 ± 1.2	90.4 ± 3.5	94.9 ± 0.2
All students									
Metropolitan	95.5 ± 0.3	95.3 ± 0.5	93.7 ± 0.6	95.1 ± 0.6	92.7 ± 1.0	93.5 ± 1.4	94.9 ± 1.2	..	94.8 ± 0.2
Provincial	92.9 ± 0.7	94.6 ± 0.7	92.5 ± 0.8	92.7 ± 1.3	90.2 ± 1.6	93.3 ± 1.2	np	86.5 ± 4.8	92.8 ± 0.4
Remote	82.7 ± 7.7	99.1 ± 4.7	87.7 ± 4.0	84.9 ± 4.9	93.3 ± 3.2	93.6 ± 6.6	..	74.1 ± 9.9	85.2 ± 2.6
Very remote	89.0 ± 8.0	..	79.0 ± 6.4	62.2 ± 9.5	58.2 ± 20.3	np	..	25.5 ± 10.9	56.3 ± 6.2
Total	94.8 ± 0.3	95.2 ± 0.4	93.1 ± 0.5	93.2 ± 0.7	91.8 ± 0.9	93.4 ± 0.9	94.9 ± 1.2	67.7 ± 6.7	93.8 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	78.1 ± 2.6	81.5 ± 3.8	70.5 ± 2.9	68.8 ± 4.2	68.9 ± 6.0	76.5 ± 7.3	73.6 ± 8.1	..	73.9 ± 1.4
Provincial	68.4 ± 3.0	77.4 ± 4.4	69.6 ± 3.6	58.6 ± 7.2	56.9 ± 7.5	76.9 ± 7.7	np	63.5 ± 10.0	68.4 ± 2.0
Remote	55.3 ± 15.5	np	50.3 ± 13.3	44.9 ± 7.6	np	np	..	33.0 ± 10.0	45.4 ± 5.2

TABLE 4A.73

Table 4A.73 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	48.7 ± 16.5	..	45.8 ± 10.2	32.3 ± 7.3	17.0 ± 12.0	np	..	6.8 ± 3.2	24.2 ± 4.9
Total	72.2 ± 2.1	79.3 ± 3.0	66.4 ± 2.6	53.6 ± 3.7	58.2 ± 5.3	76.8 ± 5.2	73.5 ± 7.9	24.8 ± 5.9	63.3 ± 1.6
Non-Indigenous students									
Metropolitan	93.7 ± 0.4	94.2 ± 0.5	90.0 ± 0.7	93.4 ± 0.7	89.6 ± 1.3	90.2 ± 2.2	93.5 ± 1.4	..	92.7 ± 0.3
Provincial	89.8 ± 0.8	91.9 ± 0.8	87.0 ± 1.0	89.9 ± 1.3	85.3 ± 2.0	89.9 ± 1.8	np	84.8 ± 4.0	89.3 ± 0.5
Remote	93.0 ± 3.5	94.7 ± 6.2	86.7 ± 3.4	88.7 ± 2.9	88.6 ± 4.9	94.0 ± 10.3	..	88.7 ± 4.3	88.7 ± 1.7
Very remote	np	..	87.9 ± 4.3	90.2 ± 4.4	87.2 ± 7.0	np	..	91.5 ± 6.6	88.9 ± 2.5
Total	92.8 ± 0.4	93.7 ± 0.5	89.1 ± 0.6	92.5 ± 0.6	88.5 ± 1.1	90.1 ± 1.4	93.5 ± 1.4	86.1 ± 3.0	91.9 ± 0.3
All students									
Metropolitan	93.2 ± 0.5	93.9 ± 0.5	89.0 ± 0.8	92.4 ± 0.8	88.8 ± 1.4	89.3 ± 2.3	92.8 ± 1.5	..	92.1 ± 0.3
Provincial	87.3 ± 1.0	91.2 ± 0.9	85.3 ± 1.1	87.3 ± 1.7	83.6 ± 2.2	88.7 ± 1.8	np	81.5 ± 4.8	87.4 ± 0.5
Remote	79.0 ± 10.5	94.2 ± 7.3	78.0 ± 6.5	77.6 ± 5.8	86.8 ± 5.6	92.5 ± 9.5	..	65.7 ± 10.7	77.6 ± 3.3
Very remote	70.8 ± 20.3	..	63.0 ± 9.2	56.9 ± 9.9	52.2 ± 18.7	np	..	16.4 ± 10.0	45.8 ± 6.4
Total	91.7 ± 0.4	93.2 ± 0.5	87.4 ± 0.7	89.8 ± 0.9	87.1 ± 1.2	89.0 ± 1.4	92.8 ± 1.5	59.9 ± 6.9	90.2 ± 0.3
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	72.9 ± 2.8	71.9 ± 5.2	67.4 ± 3.6	69.5 ± 4.5	66.1 ± 6.0	72.4 ± 9.1	66.9 ± 12.5	..	70.4 ± 1.7
Provincial	63.0 ± 3.2	66.0 ± 5.5	66.9 ± 4.4	63.5 ± 6.4	62.1 ± 7.9	74.0 ± 5.8	..	49.5 ± 9.0	63.8 ± 2.1
Remote	45.0 ± 9.9	np	40.5 ± 13.5	50.5 ± 11.5	58.8 ± 24.4	np	..	27.1 ± 9.2	41.7 ± 6.8
Very remote	20.6 ± 17.6	..	40.1 ± 10.9	26.4 ± 7.2	24.4 ± 16.5	np	..	4.5 ± 2.8	18.6 ± 4.3
Total	66.9 ± 2.1	68.9 ± 3.9	62.8 ± 3.0	54.8 ± 4.2	60.4 ± 5.0	73.6 ± 5.1	66.9 ± 12.5	19.9 ± 6.3	59.3 ± 1.8
Non-Indigenous students									
Metropolitan	91.6 ± 0.8	92.1 ± 0.8	88.9 ± 0.9	93.1 ± 0.8	90.3 ± 1.2	88.4 ± 3.2	91.4 ± 2.3	..	91.4 ± 0.4
Provincial	86.2 ± 1.3	87.3 ± 1.5	84.5 ± 1.3	90.6 ± 1.5	87.0 ± 1.8	87.5 ± 2.4	..	82.9 ± 5.4	86.7 ± 0.7

TABLE 4A.73

Table 4A.73 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	78.2 ± 13.5	93.7 ± 12.9	83.8 ± 4.5	89.4 ± 3.7	88.4 ± 4.2	np	..	85.9 ± 7.1	86.9 ± 2.3
Very remote	np	..	87.4 ± 5.9	87.5 ± 5.5	88.3 ± 7.0	np	..	87.5 ± 8.4	86.6 ± 3.4
Total	90.3 ± 0.7	91.0 ± 0.7	87.7 ± 0.8	92.4 ± 0.7	89.4 ± 1.0	87.8 ± 2.0	91.4 ± 2.3	83.7 ± 4.4	90.2 ± 0.4
All students									
Metropolitan	90.9 ± 0.8	91.8 ± 0.8	87.8 ± 1.0	92.1 ± 0.9	89.4 ± 1.3	87.3 ± 3.7	90.7 ± 2.5	..	90.6 ± 0.4
Provincial	83.5 ± 1.5	86.5 ± 1.6	82.7 ± 1.4	88.1 ± 1.8	85.6 ± 2.0	86.4 ± 2.5	..	77.5 ± 7.2	84.7 ± 0.8
Remote	62.2 ± 14.7	93.9 ± 12.7	72.4 ± 7.9	78.5 ± 6.6	86.9 ± 4.6	np	..	58.7 ± 18.4	74.0 ± 4.9
Very remote	47.8 ± 31.1	..	57.6 ± 10.0	49.0 ± 10.4	54.6 ± 21.3	np	..	11.7 ± 8.8	38.0 ± 6.7
Total	89.0 ± 0.7	90.5 ± 0.8	85.8 ± 0.9	89.5 ± 1.0	88.1 ± 1.1	86.8 ± 2.1	90.7 ± 2.5	56.2 ± 9.8	88.5 ± 0.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	57.0 ± 3.4	65.0 ± 5.5	58.1 ± 4.3	61.4 ± 6.9	52.4 ± 6.6	62.4 ± 9.2	57.5 ± 11.5	..	58.4 ± 2.1
Provincial	46.6 ± 3.5	59.4 ± 6.2	51.6 ± 4.6	50.0 ± 7.7	46.3 ± 7.8	69.7 ± 6.6	..	41.0 ± 9.7	50.2 ± 2.4
Remote	22.9 ± 10.7	np	31.3 ± 12.1	42.7 ± 8.8	np	np	..	21.3 ± 9.8	31.9 ± 6.4
Very remote	np	..	24.2 ± 9.2	23.2 ± 8.1	20.5 ± 13.4	np	..	2.6 ± 2.0	14.2 ± 3.8
Total	50.5 ± 2.6	62.1 ± 4.1	52.3 ± 3.2	48.2 ± 4.4	46.8 ± 4.7	66.7 ± 5.3	57.5 ± 11.5	17.8 ± 5.9	49.4 ± 1.7
Non-Indigenous students									
Metropolitan	84.7 ± 1.2	87.3 ± 1.1	83.0 ± 1.5	89.7 ± 1.4	83.2 ± 2.9	81.3 ± 5.3	84.7 ± 3.3	..	85.4 ± 0.7
Provincial	75.3 ± 1.9	80.9 ± 1.9	78.2 ± 1.8	84.3 ± 2.7	76.0 ± 3.2	80.3 ± 3.1	..	75.0 ± 8.1	78.5 ± 1.0
Remote	53.1 ± 8.8	87.1 ± 8.0	70.5 ± 11.1	83.2 ± 3.4	75.1 ± 14.1	np	..	74.8 ± 8.0	75.7 ± 4.8
Very remote	np	..	74.4 ± 6.9	78.5 ± 5.5	79.2 ± 10.5	np	..	75.2 ± 16.1	75.2 ± 4.4
Total	82.5 ± 1.1	85.8 ± 1.0	81.5 ± 1.2	88.3 ± 1.3	81.3 ± 2.4	80.6 ± 2.9	84.7 ± 3.3	75.0 ± 6.4	83.6 ± 0.6
All students									
Metropolitan	83.7 ± 1.3	87.0 ± 1.2	81.7 ± 1.6	88.4 ± 1.7	82.2 ± 3.0	79.5 ± 5.3	83.8 ± 3.5	..	84.5 ± 0.7

Table 4A.73 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	72.1 ± 2.1	80.2 ± 2.0	75.5 ± 2.0	81.1 ± 3.5	73.9 ± 3.6	79.1 ± 3.1	..	69.5 ± 9.0	76.0 ± 1.1
Remote	38.4 ± 10.6	85.7 ± 9.2	58.6 ± 13.3	71.0 ± 5.2	73.0 ± 15.7	np	..	53.1 ± 14.2	63.0 ± 5.5
Very remote	28.1 ± 24.7	..	45.7 ± 12.8	43.4 ± 12.4	48.8 ± 17.6	np	..	10.1 ± 9.3	33.1 ± 7.1
Total	80.8 ± 1.2	85.4 ± 1.0	79.4 ± 1.3	85.4 ± 1.6	79.7 ± 2.5	79.2 ± 2.9	83.8 ± 3.5	53.3 ± 9.3	81.8 ± 0.6

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.79. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.91. Data for narrative writing were included in earlier reports.
- .. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014, ACARA, Sydney.

TABLE 4A.74

Table 4A.74 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	97.6 ± 0.2	97.3 ± 0.3	97.2 ± 0.3	97.5 ± 0.4	96.4 ± 0.7	97.0 ± 1.1	96.1 ± 1.2	94.1 ± 2.6	97.3 ± 0.1
Advanced diploma/diploma	96.0 ± 0.4	96.1 ± 0.5	95.0 ± 0.6	96.0 ± 0.7	95.2 ± 1.0	96.5 ± 1.6	96.4 ± 1.9	93.2 ± 3.2	95.8 ± 0.2
Certificate I to IV (e)	94.3 ± 0.4	94.7 ± 0.5	92.9 ± 0.7	94.4 ± 0.7	92.0 ± 1.0	93.5 ± 1.3	93.6 ± 2.1	81.1 ± 4.5	93.7 ± 0.3
Year 12 or equivalent	93.1 ± 0.7	93.9 ± 0.8	91.3 ± 1.0	93.5 ± 1.1	91.7 ± 1.7	93.5 ± 2.3	92.0 ± 3.6	81.5 ± 7.2	92.7 ± 0.4
Year 11 or equivalent or below	86.8 ± 0.9	87.9 ± 1.4	83.8 ± 1.4	85.0 ± 1.9	82.2 ± 2.2	87.6 ± 2.5	86.8 ± 6.9	41.5 ± 7.1	85.1 ± 0.7
Not stated (f)	90.4 ± 1.2	92.2 ± 1.8	88.6 ± 1.3	84.3 ± 2.6	84.2 ± 3.1	90.1 ± 3.4	94.0 ± 3.3	35.9 ± 16.3	86.0 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	97.9 ± 0.2	97.9 ± 0.3	97.4 ± 0.4	97.8 ± 0.5	96.8 ± 0.7	97.3 ± 1.1	96.1 ± 1.3	93.5 ± 2.6	97.6 ± 0.2
Other business managers and associate professionals	97.0 ± 0.3	97.2 ± 0.3	96.1 ± 0.4	96.7 ± 0.6	95.7 ± 0.8	96.5 ± 1.3	96.7 ± 1.4	88.9 ± 4.7	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.7 ± 0.4	96.2 ± 0.4	93.9 ± 0.5	95.4 ± 0.7	94.0 ± 0.9	95.4 ± 1.6	95.4 ± 2.1	85.4 ± 4.5	95.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.1 ± 0.6	93.1 ± 0.7	89.7 ± 0.9	92.2 ± 1.2	89.9 ± 1.4	92.5 ± 1.9	88.0 ± 5.2	62.2 ± 9.5	91.8 ± 0.4
Not in paid work in previous 12 months	85.9 ± 1.2	86.7 ± 1.3	83.3 ± 1.6	84.2 ± 2.5	82.5 ± 3.1	86.0 ± 2.7	86.6 ± 6.0	38.8 ± 8.2	84.6 ± 0.8
Not stated (h)	89.6 ± 0.9	92.7 ± 1.9	88.3 ± 1.1	86.6 ± 1.8	84.5 ± 2.3	88.0 ± 3.1	92.2 ± 3.1	33.8 ± 10.0	86.9 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.0 ± 0.3	96.7 ± 0.3	95.2 ± 0.5	96.9 ± 0.4	95.0 ± 0.8	95.9 ± 1.4	96.0 ± 1.1	92.4 ± 2.5	96.4 ± 0.2
Advanced diploma/diploma	94.1 ± 0.5	94.2 ± 0.6	90.2 ± 0.9	93.0 ± 1.0	91.3 ± 1.4	93.6 ± 2.1	90.9 ± 3.0	85.2 ± 5.4	93.0 ± 0.3

TABLE 4A.74

Table 4A.74 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I to IV (e)	90.2 ± 0.5	91.9 ± 0.7	86.3 ± 0.8	91.0 ± 0.9	86.0 ± 1.4	89.4 ± 2.2	89.9 ± 3.3	74.8 ± 5.5	89.3 ± 0.4
Year 12 or equivalent	89.4 ± 1.0	92.7 ± 0.9	85.3 ± 1.3	88.8 ± 1.4	86.6 ± 1.9	83.3 ± 4.1	88.6 ± 4.1	76.3 ± 8.6	88.7 ± 0.6
Year 11 or equivalent or below	78.9 ± 1.3	84.4 ± 1.4	72.8 ± 1.8	76.7 ± 2.4	72.6 ± 3.1	80.3 ± 3.1	84.0 ± 6.7	34.5 ± 7.6	77.7 ± 0.8
Not stated (f)	85.9 ± 1.7	91.5 ± 1.9	80.8 ± 1.7	79.7 ± 2.7	80.0 ± 3.2	84.7 ± 5.3	89.6 ± 4.0	31.4 ± 14.6	80.9 ± 1.3
Parental occupation (g)									
Senior management and qualified professionals	97.0 ± 0.3	97.4 ± 0.4	95.0 ± 0.5	96.9 ± 0.6	95.1 ± 0.9	95.5 ± 1.5	96.5 ± 1.2	88.5 ± 3.9	96.5 ± 0.2
Other business managers and associate professionals	95.3 ± 0.4	95.6 ± 0.4	92.7 ± 0.6	94.6 ± 0.8	92.8 ± 1.1	94.1 ± 1.6	94.5 ± 1.7	85.7 ± 5.0	94.5 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	92.7 ± 0.5	94.2 ± 0.5	87.9 ± 0.8	91.6 ± 0.9	89.1 ± 1.4	91.3 ± 1.9	89.9 ± 2.7	79.5 ± 4.5	91.4 ± 0.3
Machine operators, hospitality staff, assistants, labourers	87.5 ± 0.8	90.5 ± 0.9	81.2 ± 1.2	85.9 ± 1.6	82.9 ± 1.9	85.6 ± 2.8	84.8 ± 5.3	52.5 ± 10.7	86.3 ± 0.5
Not in paid work in previous 12 months	79.0 ± 1.5	82.5 ± 1.4	71.3 ± 2.2	75.7 ± 3.0	72.1 ± 3.9	74.2 ± 4.1	80.1 ± 8.5	30.8 ± 8.4	77.6 ± 0.9
Not stated (h)	83.9 ± 1.3	91.4 ± 2.1	79.9 ± 1.4	81.8 ± 2.0	77.8 ± 2.7	83.8 ± 4.2	88.9 ± 2.9	30.0 ± 9.2	80.8 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	95.8 ± 0.4	95.8 ± 0.5	94.4 ± 0.6	96.4 ± 0.6	95.7 ± 0.7	95.7 ± 1.2	95.9 ± 1.2	89.6 ± 3.6	95.6 ± 0.2
Advanced diploma/diploma	92.2 ± 0.7	92.0 ± 0.8	89.2 ± 1.0	93.1 ± 1.0	91.6 ± 1.4	90.7 ± 2.8	89.1 ± 4.0	83.8 ± 6.6	91.6 ± 0.4
Certificate I to IV (e)	86.5 ± 0.8	88.1 ± 0.9	84.7 ± 1.1	90.4 ± 1.0	87.8 ± 1.2	86.4 ± 2.4	85.7 ± 4.1	71.4 ± 6.0	86.9 ± 0.5
Year 12 or equivalent	87.9 ± 1.3	89.6 ± 1.2	83.5 ± 1.5	89.0 ± 1.6	88.0 ± 2.1	80.7 ± 5.6	83.1 ± 6.5	72.8 ± 9.0	87.4 ± 0.7
Year 11 or equivalent or below	73.7 ± 1.6	78.5 ± 1.9	70.8 ± 2.1	78.4 ± 2.3	75.6 ± 2.3	75.7 ± 3.4	78.6 ± 13.9	35.3 ± 10.6	74.7 ± 0.9
Not stated (f)	84.6 ± 2.4	92.0 ± 1.9	79.9 ± 2.4	80.8 ± 2.7	82.1 ± 2.8	86.5 ± 4.9	83.6 ± 7.0	25.8 ± 19.3	81.0 ± 1.5

TABLE 4A.74

Table 4A.74 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	96.0 ± 0.5	96.5 ± 0.5	94.7 ± 0.7	96.1 ± 0.6	95.3 ± 0.9	94.6 ± 1.6	95.9 ± 1.2	89.2 ± 3.9	95.8 ± 0.3
Other business managers and associate professionals	93.5 ± 0.6	94.2 ± 0.6	91.0 ± 1.0	94.3 ± 0.7	93.3 ± 0.9	92.5 ± 2.1	91.8 ± 2.3	84.2 ± 5.9	93.2 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	89.0 ± 0.7	91.0 ± 0.8	86.4 ± 1.0	91.8 ± 1.0	91.2 ± 1.1	88.6 ± 2.3	89.7 ± 4.4	73.2 ± 5.8	89.4 ± 0.4
Machine operators, hospitality staff, assistants, labourers	83.8 ± 1.1	85.4 ± 1.3	77.7 ± 1.6	85.2 ± 2.0	84.3 ± 1.8	80.9 ± 3.3	74.4 ± 7.2	54.3 ± 11.1	83.1 ± 0.7
Not in paid work in previous 12 months	72.7 ± 1.8	75.3 ± 2.0	68.6 ± 2.6	74.2 ± 3.3	74.9 ± 3.2	70.6 ± 5.2	74.6 ± 8.2	21.6 ± 9.8	72.6 ± 1.1
Not stated (h)	80.5 ± 2.0	92.0 ± 1.9	78.2 ± 2.0	81.8 ± 2.1	78.8 ± 2.6	84.3 ± 4.5	79.4 ± 6.0	21.1 ± 9.2	79.5 ± 1.2
Year 9									
Parental education (d)									
Bachelor degree or above	93.0 ± 0.7	93.8 ± 0.7	91.1 ± 1.0	95.0 ± 0.8	92.0 ± 1.5	92.7 ± 1.9	91.3 ± 2.4	83.3 ± 5.7	92.9 ± 0.4
Advanced diploma/diploma	85.3 ± 1.0	87.6 ± 1.0	83.7 ± 1.2	90.2 ± 1.4	84.9 ± 2.1	86.5 ± 3.2	83.4 ± 3.9	74.3 ± 8.4	86.0 ± 0.5
Certificate I to IV (e)	76.3 ± 1.3	81.3 ± 1.2	77.2 ± 1.3	85.0 ± 1.5	77.8 ± 2.5	79.1 ± 3.0	75.5 ± 5.0	63.6 ± 7.2	78.6 ± 0.6
Year 12 or equivalent	78.9 ± 1.7	84.3 ± 1.5	76.0 ± 1.9	85.4 ± 2.1	79.3 ± 3.1	74.3 ± 5.9	80.2 ± 5.5	67.9 ± 10.1	80.3 ± 0.9
Year 11 or equivalent or below	60.2 ± 2.0	71.5 ± 1.8	62.8 ± 2.2	69.6 ± 3.0	63.1 ± 3.4	65.5 ± 3.9	64.6 ± 13.2	30.6 ± 9.0	64.7 ± 1.0
Not stated (f)	73.4 ± 2.5	85.7 ± 2.7	73.1 ± 2.6	75.9 ± 4.7	71.4 ± 5.2	75.2 ± 7.0	74.4 ± 8.4	27.6 ± 18.4	73.6 ± 1.6
Parental occupation (g)									
Senior management and qualified professionals	92.5 ± 0.7	94.5 ± 0.7	90.8 ± 1.0	94.6 ± 0.9	91.5 ± 1.6	91.7 ± 2.4	89.7 ± 2.7	78.7 ± 6.1	92.5 ± 0.4

TABLE 4A.74

Table 4A.74 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other business managers and associate professionals	87.6 ± 0.8	90.1 ± 0.9	85.8 ± 1.0	90.5 ± 1.2	87.1 ± 1.9	87.5 ± 2.8	85.9 ± 3.6	76.5 ± 6.9	88.0 ± 0.5
Tradespeople, clerks, skilled office, sales and service staff	79.7 ± 1.2	85.1 ± 1.1	78.8 ± 1.3	86.7 ± 1.5	81.4 ± 2.3	81.3 ± 3.0	81.5 ± 5.4	65.2 ± 8.4	81.7 ± 0.6
Machine operators, hospitality staff, assistants, labourers	72.2 ± 1.7	77.8 ± 1.5	69.8 ± 1.8	78.7 ± 2.5	72.5 ± 2.8	72.1 ± 4.1	69.6 ± 7.9	46.3 ± 9.9	73.8 ± 0.9
Not in paid work in previous 12 months	59.2 ± 2.3	68.8 ± 2.2	59.6 ± 2.7	64.2 ± 5.3	61.1 ± 4.5	56.5 ± 5.8	62.7 ± 14.3	20.6 ± 10.0	62.7 ± 1.3
Not stated (h)	70.0 ± 2.3	85.9 ± 3.1	70.7 ± 2.4	75.6 ± 3.8	67.0 ± 5.1	73.0 ± 6.1	70.7 ± 7.3	22.7 ± 9.5	71.0 ± 1.5

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.79. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.92. Data for narrative writing were included in earlier reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.75

Table 4A.75 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	349.5 ± 3.5	370.7 ± 5.3	338.4 ± 4.7	302.2 ± 8.9	307.7 ± 11.3	371.3 ± 7.5	357.4 ± 15.2	219.1 ± 17.5	327.9 ± 4.0
Non-Indigenous students	411.9 ± 1.6	417.3 ± 1.5	394.6 ± 2.0	405.0 ± 2.4	388.5 ± 3.2	396.4 ± 4.6	404.6 ± 5.1	383.8 ± 8.1	406.6 ± 0.9
All students	408.6 ± 1.7	416.3 ± 1.5	390.4 ± 2.1	397.4 ± 2.9	384.6 ± 3.3	394.7 ± 4.6	403.5 ± 5.1	317.5 ± 19.7	402.2 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students	414.6 ± 3.9	440.4 ± 5.4	401.7 ± 5.2	367.8 ± 8.6	380.0 ± 12.9	423.3 ± 8.6	424.1 ± 12.8	281.6 ± 20.0	391.8 ± 4.3
Non-Indigenous students	476.9 ± 1.5	481.5 ± 1.3	461.7 ± 1.9	471.8 ± 2.2	458.8 ± 3.0	464.1 ± 4.8	474.8 ± 5.1	452.3 ± 6.1	472.7 ± 0.8
All students	473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
Year 7									
Aboriginal and Torres Strait Islander students	450.6 ± 4.5	461.1 ± 7.1	446.4 ± 6.6	420.5 ± 10.6	435.8 ± 10.6	466.7 ± 9.3	472.6 ± 19.8	307.4 ± 26.8	431.0 ± 5.5
Non-Indigenous students	515.8 ± 2.7	519.4 ± 2.6	510.0 ± 2.3	521.9 ± 3.1	512.5 ± 3.2	505.8 ± 6.7	524.8 ± 7.8	495.3 ± 11.9	516.2 ± 1.3
All students	512.4 ± 2.9	518.4 ± 2.7	505.4 ± 2.5	514.1 ± 3.5	509.2 ± 3.4	502.8 ± 6.7	523.1 ± 8.1	415.5 ± 31.4	511.6 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students	470.5 ± 5.5	502.3 ± 7.2	479.3 ± 6.8	463.6 ± 10.9	460.7 ± 11.1	508.3 ± 8.8	489.8 ± 20.3	344.6 ± 28.4	465.5 ± 4.6
Non-Indigenous students	552.6 ± 3.5	560.8 ± 3.3	548.6 ± 3.5	567.8 ± 4.9	549.2 ± 6.2	542.5 ± 7.8	561.3 ± 9.7	534.9 ± 18.2	555.0 ± 1.8
All students	548.1 ± 3.6	559.8 ± 3.3	543.8 ± 3.7	560.6 ± 5.4	545.3 ± 6.6	539.4 ± 7.8	558.7 ± 9.9	463.1 ± 31.5	550.3 ± 1.8

TABLE 4A.75

Table 4A.75 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of mean scale scores, all students, year 3									
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Mean scale score</i>	408.6 ± 1.7	416.3 ± 1.5	390.4 ± 2.1	397.4 ± 2.9	384.6 ± 3.3	394.7 ± 4.6	403.5 ± 5.1	317.5 ± 19.7	402.2 ± 1.0
Compared to									
<i>NSW</i>	408.6 ± 1.7	■	△	■	△	△	■	▲	■
<i>Vic</i>	416.3 ± 1.5	■	△	△	△	△	△	▲	△
<i>Qld</i>	390.4 ± 2.1	▽	▽	■	■	■	■	▲	■
<i>WA</i>	397.4 ± 2.9	■	▽	■	..	■	■	▲	■
<i>SA</i>	384.6 ± 3.3	▽	▽	■	■	■	▽	▲	▽
<i>Tas</i>	394.7 ± 4.6	▽	▽	■	■	■	■	▲	■
<i>ACT</i>	403.5 ± 5.1	■	▽	■	■	△	■	▲	■
<i>NT</i>	317.5 ± 19.7	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	402.2 ± 1.0	■	▽	■	■	△	■	▲	..
Statistical difference of mean scale scores, all students, year 5									
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>Mean scale score</i>	473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
Compared to									
<i>NSW</i>	473.7 ± 1.6	■	△	■	△	■	■	▲	■
<i>Vic</i>	480.8 ± 1.3	■	△	△	△	△	■	▲	■
<i>Qld</i>	457.3 ± 2.1	▽	▽	■	■	■	▽	▲	■
<i>WA</i>	464.4 ± 2.7	■	▽	■	..	■	■	▲	■
<i>SA</i>	455.4 ± 3.1	▽	▽	■	■	■	▽	▲	■
<i>Tas</i>	461.0 ± 4.8	■	▽	■	■	■	■	▲	■
<i>ACT</i>	473.0 ± 5.2	■	△	■	△	■	■	▲	■
<i>NT</i>	379.5 ± 20.5	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	468.3 ± 0.9	■	■	■	■	■	■	▲	..

TABLE 4A.75

Table 4A.75 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of mean scale scores, all students, year 7									
<i>Mean scale score</i>	512.4 ± 2.9	518.4 ± 2.7	505.4 ± 2.5	514.1 ± 3.5	509.2 ± 3.4	502.8 ± 6.7	523.1 ± 8.1	415.5 ± 31.4	511.6 ± 1.4
Compared to									
<i>NSW</i>	512.4 ± 2.9	..	■	■	■	■	■	▲	■
<i>Vic</i>	518.4 ± 2.7	..	■	■	■	△	■	▲	■
<i>Qld</i>	505.4 ± 2.5	■	■	..	■	■	▽	▲	■
<i>WA</i>	514.1 ± 3.5	■	■	■	..	■	■	▲	■
<i>SA</i>	509.2 ± 3.4	■	■	■	■	..	■	▲	■
<i>Tas</i>	502.8 ± 6.7	■	▽	■	■	■	..	▽	▲
<i>ACT</i>	523.1 ± 8.1	■	■	△	■	■	△	..	▲
<i>NT</i>	415.5 ± 31.4	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	511.6 ± 1.4	■	■	■	■	■	■	▲	..
Statistical difference of mean scale scores, all students, year 9									
<i>Mean scale score</i>	548.1 ± 3.6	559.8 ± 3.3	543.8 ± 3.7	560.6 ± 5.4	545.3 ± 6.6	539.4 ± 7.8	558.7 ± 9.9	463.1 ± 31.5	550.3 ± 1.8
Compared to									
<i>NSW</i>	548.1 ± 3.6	..	■	■	■	■	■	▲	■
<i>Vic</i>	559.8 ± 3.3	■	..	△	■	■	△	■	▲
<i>Qld</i>	543.8 ± 3.7	■	▽	..	▽	■	■	▲	■
<i>WA</i>	560.6 ± 5.4	■	■	△	..	■	△	■	▲
<i>SA</i>	545.3 ± 6.6	■	■	■	■	..	■	▲	■
<i>Tas</i>	539.4 ± 7.8	■	▽	■	▽	■	..	▽	▲
<i>ACT</i>	558.7 ± 9.9	■	■	■	■	■	△	..	▲
<i>NT</i>	463.1 ± 31.5	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	550.3 ± 1.8	■	■	■	■	■	■	▲	..

Table 4A.75 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.79. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.93.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	359.2 ± 4.4	382.3 ± 6.5	342.3 ± 6.2	331.4 ± 7.7	328.9 ± 9.5	373.0 ± 10.9	356.7 ± 16.0	..	350.1 ± 3.1
Provincial	344.2 ± 4.7	361.0 ± 7.2	347.0 ± 6.2	324.1 ± 11.8	306.4 ± 12.8	370.8 ± 10.5	np	307.7 ± 22.2	342.4 ± 3.5
Remote	301.6 ± 36.5	np	312.1 ± 21.8	288.0 ± 22.7	325.0 ± 25.4	np	..	255.6 ± 25.8	290.6 ± 13.0
Very remote	337.5 ± 20.9	..	306.2 ± 18.7	243.2 ± 18.4	217.6 ± 44.0	np	..	172.7 ± 15.9	230.6 ± 15.7
Total	349.5 ± 3.5	370.7 ± 5.3	338.4 ± 4.7	302.2 ± 8.9	307.7 ± 11.3	371.3 ± 7.5	357.4 ± 15.2	219.1 ± 17.5	327.9 ± 4.0
Non-Indigenous students									
Metropolitan	417.1 ± 1.8	421.5 ± 1.7	398.1 ± 2.6	410.9 ± 2.8	392.7 ± 3.9	398.7 ± 7.1	404.6 ± 5.1	..	411.6 ± 1.1
Provincial	393.2 ± 2.5	403.0 ± 2.5	386.3 ± 2.8	388.5 ± 4.2	376.5 ± 4.8	394.9 ± 6.2	np	383.4 ± 10.2	392.2 ± 1.4
Remote	388.6 ± 15.4	392.3 ± 20.4	383.2 ± 6.9	384.5 ± 6.7	386.3 ± 10.1	376.6 ± 28.0	..	391.3 ± 12.1	385.5 ± 4.0
Very remote	np	..	380.9 ± 13.5	377.9 ± 12.3	370.2 ± 23.5	np	..	364.7 ± 25.6	377.0 ± 7.6
Total	411.9 ± 1.6	417.3 ± 1.5	394.6 ± 2.0	405.0 ± 2.4	388.5 ± 3.2	396.4 ± 4.6	404.6 ± 5.1	383.8 ± 8.1	406.6 ± 0.9
All students									
Metropolitan	415.3 ± 1.9	420.9 ± 1.7	395.2 ± 2.7	407.8 ± 2.9	390.4 ± 4.0	396.9 ± 7.1	403.5 ± 5.1	..	409.6 ± 1.1
Provincial	387.4 ± 2.7	401.2 ± 2.6	382.1 ± 3.0	382.4 ± 4.8	372.0 ± 5.3	393.4 ± 6.2	np	371.9 ± 14.1	387.6 ± 1.5
Remote	356.1 ± 24.2	389.9 ± 21.3	366.7 ± 11.5	361.1 ± 13.7	383.4 ± 11.2	373.6 ± 23.5	..	338.0 ± 28.7	362.1 ± 7.5
Very remote	360.7 ± 13.3	..	336.9 ± 16.3	302.2 ± 24.4	280.2 ± 50.9	np	..	197.3 ± 29.6	280.4 ± 16.9
Total	408.6 ± 1.7	416.3 ± 1.5	390.4 ± 2.1	397.4 ± 2.9	384.6 ± 3.3	394.7 ± 4.6	403.5 ± 5.1	317.5 ± 19.7	402.2 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	429.5 ± 4.6	447.1 ± 7.1	410.7 ± 5.4	401.9 ± 8.6	411.6 ± 8.6	421.5 ± 15.0	424.7 ± 13.4	..	419.5 ± 3.0
Provincial	404.4 ± 5.8	434.6 ± 7.4	409.1 ± 6.5	379.2 ± 11.6	376.8 ± 15.7	425.3 ± 10.5	np	391.8 ± 22.6	405.4 ± 3.7
Remote	380.2 ± 24.7	np	363.1 ± 32.3	351.5 ± 18.2	np	np	..	333.3 ± 25.0	355.3 ± 12.3

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	362.3 ± 33.4	..	357.5 ± 22.0	318.3 ± 21.4	260.3 ± 46.0	np	..	223.9 ± 17.1	284.9 ± 16.6
Total	414.6 ± 3.9	440.4 ± 5.4	401.7 ± 5.2	367.8 ± 8.6	380.0 ± 12.9	423.3 ± 8.6	424.1 ± 12.8	281.6 ± 20.0	391.8 ± 4.3
Non-Indigenous students									
Metropolitan	482.2 ± 1.7	486.0 ± 1.5	466.0 ± 2.4	477.2 ± 2.6	463.4 ± 3.6	467.8 ± 7.8	474.8 ± 5.1	..	477.8 ± 1.0
Provincial	458.2 ± 2.3	466.7 ± 2.1	451.0 ± 2.5	456.6 ± 3.8	445.8 ± 4.6	461.1 ± 5.8	np	451.7 ± 7.8	457.6 ± 1.2
Remote	459.6 ± 10.9	455.7 ± 16.3	449.2 ± 5.5	453.8 ± 8.0	448.3 ± 11.4	454.2 ± 19.2	..	455.3 ± 10.1	452.5 ± 4.1
Very remote	np	..	453.0 ± 9.7	449.1 ± 8.0	448.8 ± 21.7	np	..	448.5 ± 15.2	449.9 ± 5.4
Total	476.9 ± 1.5	481.5 ± 1.3	461.7 ± 1.9	471.8 ± 2.2	458.8 ± 3.0	464.1 ± 4.8	474.8 ± 5.1	452.3 ± 6.1	472.7 ± 0.8
All students									
Metropolitan	480.6 ± 1.7	485.5 ± 1.5	463.4 ± 2.6	474.2 ± 2.7	461.8 ± 3.6	464.9 ± 7.9	473.0 ± 5.2	..	476.0 ± 1.0
Provincial	452.0 ± 2.6	465.5 ± 2.2	446.8 ± 2.7	450.1 ± 4.4	441.9 ± 5.0	458.1 ± 5.9	np	442.9 ± 11.8	453.1 ± 1.3
Remote	431.1 ± 19.9	453.8 ± 16.1	428.5 ± 14.7	427.9 ± 14.2	444.6 ± 12.2	449.4 ± 18.7	..	406.3 ± 24.7	427.8 ± 7.5
Very remote	409.1 ± 42.4	..	396.6 ± 20.2	374.0 ± 24.1	354.0 ± 56.8	np	..	249.7 ± 30.5	339.9 ± 18.3
Total	473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	464.8 ± 5.5	470.6 ± 9.8	456.5 ± 6.6	459.0 ± 7.6	450.4 ± 10.8	458.2 ± 15.4	472.6 ± 19.8	..	461.4 ± 3.3
Provincial	441.3 ± 6.1	451.6 ± 9.6	457.2 ± 8.2	442.1 ± 12.3	444.6 ± 11.1	472.3 ± 10.1	..	421.0 ± 19.9	446.2 ± 4.0
Remote	407.0 ± 18.2	np	402.2 ± 29.8	404.3 ± 31.1	421.4 ± 36.0	np	..	350.9 ± 36.5	390.0 ± 20.1
Very remote	333.7 ± 53.9	..	388.5 ± 29.6	352.2 ± 22.8	335.5 ± 47.8	np	..	244.9 ± 20.9	308.5 ± 19.7
Total	450.6 ± 4.5	461.1 ± 7.1	446.4 ± 6.6	420.5 ± 10.6	435.8 ± 10.6	466.7 ± 9.3	472.6 ± 19.8	307.4 ± 26.8	431.0 ± 5.5
Non-Indigenous students									
Metropolitan	522.1 ± 3.2	525.4 ± 2.9	515.4 ± 2.9	526.8 ± 3.7	517.8 ± 3.9	509.0 ± 11.2	524.8 ± 7.8	..	522.1 ± 1.6
Provincial	494.7 ± 3.5	500.0 ± 4.0	497.0 ± 2.9	508.3 ± 4.5	498.3 ± 4.9	503.6 ± 8.1	..	494.4 ± 14.4	498.6 ± 1.8

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	468.0 ± 18.9	505.0 ± 31.7	493.6 ± 8.1	505.1 ± 9.1	503.1 ± 12.9	np	..	495.8 ± 23.1	498.9 ± 5.9
Very remote	np	..	491.9 ± 10.4	500.3 ± 15.4	505.9 ± 16.4	np	..	508.3 ± 26.1	497.7 ± 8.9
Total	515.8 ± 2.7	519.4 ± 2.6	510.0 ± 2.3	521.9 ± 3.1	512.5 ± 3.2	505.8 ± 6.7	524.8 ± 7.8	495.3 ± 11.9	516.2 ± 1.3
All students									
Metropolitan	520.3 ± 3.3	524.7 ± 2.9	512.5 ± 3.0	523.7 ± 3.8	515.7 ± 4.1	505.2 ± 11.5	523.1 ± 8.1	..	520.2 ± 1.6
Provincial	488.8 ± 3.8	498.2 ± 4.2	492.8 ± 3.1	502.5 ± 5.1	495.2 ± 5.0	501.2 ± 7.9	..	484.7 ± 19.5	494.2 ± 2.0
Remote	438.1 ± 24.8	505.2 ± 31.4	469.7 ± 16.9	476.6 ± 17.6	498.1 ± 13.6	np	..	430.0 ± 52.7	467.7 ± 13.0
Very remote	403.5 ± 73.5	..	427.0 ± 25.6	407.2 ± 26.8	417.5 ± 56.7	np	..	267.6 ± 33.7	362.7 ± 22.8
Total	512.4 ± 2.9	518.4 ± 2.7	505.4 ± 2.5	514.1 ± 3.5	509.2 ± 3.4	502.8 ± 6.7	523.1 ± 8.1	415.5 ± 31.4	511.6 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	486.3 ± 6.6	510.6 ± 8.8	492.9 ± 8.2	498.3 ± 12.9	477.0 ± 15.5	503.5 ± 16.4	489.8 ± 20.3	..	491.8 ± 4.2
Provincial	462.3 ± 7.4	494.4 ± 10.7	477.5 ± 10.6	473.2 ± 14.4	459.9 ± 15.3	511.6 ± 10.1	..	444.6 ± 19.5	471.6 ± 5.1
Remote	389.6 ± 30.9	np	422.7 ± 43.7	443.1 ± 24.3	np	np	..	380.3 ± 41.5	416.0 ± 20.1
Very remote	np	..	418.7 ± 19.0	398.0 ± 29.8	377.8 ± 50.1	np	..	271.4 ± 20.1	345.3 ± 22.7
Total	470.5 ± 5.5	502.3 ± 7.2	479.3 ± 6.8	463.6 ± 10.9	460.7 ± 11.1	508.3 ± 8.8	489.8 ± 20.3	344.6 ± 28.4	465.5 ± 4.6
Non-Indigenous students									
Metropolitan	559.8 ± 4.0	566.9 ± 3.9	553.7 ± 4.4	573.4 ± 5.7	556.2 ± 7.6	547.8 ± 14.5	561.3 ± 9.7	..	561.5 ± 2.1
Provincial	528.2 ± 4.8	541.4 ± 4.7	536.5 ± 4.4	551.5 ± 7.7	531.1 ± 7.3	539.0 ± 7.8	..	536.9 ± 23.4	536.4 ± 2.4
Remote	487.7 ± 18.0	563.4 ± 25.4	519.6 ± 19.1	543.5 ± 9.3	522.4 ± 31.6	np	..	530.4 ± 16.8	528.7 ± 10.0
Very remote	np	..	527.0 ± 16.7	529.5 ± 11.5	530.2 ± 23.3	np	..	520.9 ± 18.7	525.0 ± 8.7
Total	552.6 ± 3.5	560.8 ± 3.3	548.6 ± 3.5	567.8 ± 4.9	549.2 ± 6.2	542.5 ± 7.8	561.3 ± 9.7	534.9 ± 18.2	555.0 ± 1.8
All students									
Metropolitan	557.3 ± 4.1	566.3 ± 3.9	550.6 ± 4.6	570.5 ± 5.9	553.8 ± 8.0	543.8 ± 14.5	558.7 ± 9.9	..	559.2 ± 2.2

Table 4A.76 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	520.8 ± 5.1	539.9 ± 4.8	530.6 ± 4.8	544.0 ± 9.2	526.3 ± 8.3	536.5 ± 7.7	..	522.6 ± 25.1	530.9 ± 2.6
Remote	440.9 ± 34.5	560.0 ± 26.9	491.3 ± 27.8	513.4 ± 13.8	517.2 ± 34.3	np	..	471.3 ± 41.9	496.6 ± 12.8
Very remote	415.2 ± 64.1	..	465.5 ± 25.9	445.8 ± 32.8	448.3 ± 57.4	np	..	297.5 ± 37.6	401.2 ± 25.3
Total	548.1 ± 3.6	559.8 ± 3.3	543.8 ± 3.7	560.6 ± 5.4	545.3 ± 6.6	539.4 ± 7.8	558.7 ± 9.9	463.1 ± 31.5	550.3 ± 1.8

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.79. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.94. Data for narrative writing were included in earlier reports.

.. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.77

Table 4A.77 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	435.1 ± 1.5	434.1 ± 1.4	419.2 ± 2.1	427.1 ± 2.3	413.2 ± 3.1	424.6 ± 5.5	415.8 ± 4.3	402.3 ± 9.1	428.9 ± 0.9
Advanced diploma/diploma	410.7 ± 1.7	413.8 ± 1.7	393.3 ± 2.3	403.8 ± 2.7	391.4 ± 3.7	407.7 ± 6.2	395.8 ± 6.7	380.8 ± 10.1	405.5 ± 1.0
Certificate I to IV (e)	392.5 ± 1.6	401.6 ± 1.7	380.9 ± 1.9	390.9 ± 2.7	375.7 ± 3.4	387.7 ± 4.6	382.1 ± 7.6	347.8 ± 11.5	389.8 ± 0.9
Year 12 or equivalent	394.3 ± 2.9	408.3 ± 2.5	377.6 ± 2.8	391.7 ± 3.6	376.9 ± 4.3	382.3 ± 7.5	390.9 ± 10.4	353.6 ± 19.6	391.2 ± 1.5
Year 11 or equivalent or below	360.6 ± 2.4	383.7 ± 3.0	348.7 ± 3.2	353.9 ± 5.1	343.5 ± 5.4	360.7 ± 6.8	374.4 ± 36.0	235.6 ± 17.3	359.1 ± 1.7
Not stated (f)	394.1 ± 5.1	422.0 ± 7.3	373.9 ± 4.7	365.9 ± 7.4	362.9 ± 8.0	393.2 ± 9.0	400.3 ± 13.0	232.6 ± 52.3	375.2 ± 3.9
Parental occupation (g)									
Senior management and qualified professionals	435.1 ± 1.6	435.8 ± 1.6	419.0 ± 2.1	426.1 ± 2.6	414.1 ± 3.4	423.3 ± 6.0	416.4 ± 5.9	392.4 ± 9.9	428.7 ± 0.9
Other business managers and associate professionals	419.7 ± 1.5	423.2 ± 1.5	403.2 ± 2.1	410.7 ± 2.4	396.5 ± 3.2	407.7 ± 5.0	404.8 ± 5.6	374.3 ± 13.0	414.2 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	402.4 ± 1.7	411.1 ± 1.6	386.5 ± 2.0	397.6 ± 2.8	384.4 ± 3.4	396.3 ± 4.8	395.6 ± 7.0	363.2 ± 11.5	398.6 ± 1.0
Machine operators, hospitality staff, assistants, labourers	387.3 ± 2.3	399.9 ± 2.1	368.9 ± 2.5	381.5 ± 3.6	368.8 ± 3.9	377.8 ± 5.6	364.7 ± 13.7	298.7 ± 22.9	384.1 ± 1.3
Not in paid work in previous 12 months	365.1 ± 2.9	386.8 ± 2.9	349.7 ± 3.9	358.9 ± 6.4	348.8 ± 7.1	357.8 ± 8.1	370.7 ± 13.0	234.2 ± 21.3	365.8 ± 2.0
Not stated (h)	385.1 ± 3.7	424.8 ± 7.4	370.7 ± 3.7	372.2 ± 5.5	360.3 ± 6.0	383.1 ± 9.2	392.5 ± 8.6	223.1 ± 31.5	374.1 ± 2.7
Year 5									
Parental education (d)									
Bachelor degree or above	501.1 ± 1.6	499.7 ± 1.3	486.8 ± 1.9	495.2 ± 2.3	484.0 ± 3.3	493.9 ± 5.3	488.8 ± 5.3	470.5 ± 6.1	495.8 ± 0.8
Advanced diploma/diploma	476.7 ± 1.5	478.4 ± 1.5	460.9 ± 2.1	469.6 ± 2.5	462.1 ± 3.4	471.1 ± 6.1	463.3 ± 6.8	447.7 ± 10.1	471.8 ± 0.9
Certificate I to IV (e)	458.3 ± 1.4	467.1 ± 1.4	447.3 ± 1.8	457.7 ± 2.3	445.4 ± 3.2	455.8 ± 4.6	452.2 ± 7.3	419.1 ± 12.4	456.3 ± 0.8

TABLE 4A.77

Table 4A.77 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	461.5 ± 2.6	473.1 ± 2.4	447.3 ± 2.5	455.2 ± 3.5	449.3 ± 3.9	445.4 ± 8.0	454.7 ± 8.7	428.7 ± 14.5	458.6 ± 1.3
Year 11 or equivalent or below	430.1 ± 2.4	453.2 ± 2.4	417.1 ± 3.5	423.3 ± 4.4	417.2 ± 5.2	427.9 ± 6.2	439.3 ± 19.8	317.6 ± 21.2	429.5 ± 1.6
Not stated (f)	458.4 ± 4.3	485.2 ± 6.0	442.3 ± 4.1	437.6 ± 7.2	439.4 ± 6.7	455.4 ± 12.3	462.5 ± 9.4	294.7 ± 48.0	443.5 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	500.4 ± 1.7	501.3 ± 1.5	485.7 ± 2.0	494.0 ± 2.5	484.9 ± 3.5	490.8 ± 5.6	489.0 ± 6.2	461.4 ± 10.9	495.2 ± 0.9
Other business managers and associate professionals	483.5 ± 1.4	486.6 ± 1.4	470.4 ± 1.9	475.8 ± 2.3	467.2 ± 2.9	474.9 ± 5.3	474.4 ± 5.3	447.1 ± 16.4	479.4 ± 0.8
Tradespeople, clerks, skilled office, sales and service staff	467.6 ± 1.5	475.1 ± 1.4	452.2 ± 1.9	461.7 ± 2.6	454.3 ± 3.4	459.9 ± 5.1	456.6 ± 6.6	431.8 ± 8.8	463.9 ± 0.9
Machine operators, hospitality staff, assistants, labourers	453.8 ± 2.1	465.4 ± 1.8	434.9 ± 2.7	445.9 ± 3.3	438.3 ± 3.5	442.2 ± 4.9	444.5 ± 10.9	369.9 ± 27.3	450.4 ± 1.3
Not in paid work in previous 12 months	434.2 ± 2.9	453.8 ± 2.4	416.4 ± 4.4	426.7 ± 6.2	419.0 ± 6.7	421.1 ± 8.6	442.2 ± 12.3	306.3 ± 23.9	434.4 ± 1.8
Not stated (h)	451.0 ± 3.3	489.3 ± 6.7	438.3 ± 3.4	442.2 ± 5.2	432.7 ± 5.4	450.2 ± 10.7	460.5 ± 6.9	287.4 ± 30.7	442.0 ± 2.6
Year 7									
Parental education (d)									
Bachelor degree or above	544.6 ± 3.1	543.2 ± 2.5	538.1 ± 2.7	546.6 ± 3.5	540.6 ± 3.6	538.7 ± 5.1	542.6 ± 5.9	514.3 ± 13.8	542.9 ± 1.5
Advanced diploma/diploma	515.3 ± 2.3	516.8 ± 2.3	510.1 ± 2.7	520.2 ± 3.0	514.0 ± 3.9	512.1 ± 7.5	509.5 ± 8.2	490.5 ± 12.4	515.1 ± 1.2
Certificate I to IV (e)	494.5 ± 2.1	500.5 ± 2.3	495.0 ± 2.2	506.6 ± 2.7	500.0 ± 2.9	494.4 ± 5.3	497.9 ± 8.8	462.5 ± 14.1	497.4 ± 1.1
Year 12 or equivalent	502.3 ± 3.3	511.3 ± 4.5	493.6 ± 3.0	504.9 ± 4.0	503.3 ± 4.3	484.9 ± 11.0	502.8 ± 14.5	467.5 ± 22.6	502.9 ± 1.9
Year 11 or equivalent or below	465.7 ± 3.1	483.4 ± 3.2	465.1 ± 3.6	475.5 ± 5.2	473.1 ± 4.6	471.9 ± 7.2	495.7 ± 47.4	356.3 ± 35.4	470.5 ± 2.0
Not stated (f)	503.4 ± 6.3	535.8 ± 6.5	491.2 ± 6.4	489.8 ± 7.8	497.6 ± 6.6	501.0 ± 9.4	504.2 ± 12.1	321.8 ± 67.6	493.8 ± 4.7

TABLE 4A.77

Table 4A.77 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	543.1 ± 3.0	545.3 ± 2.7	537.5 ± 2.9	543.8 ± 3.8	539.0 ± 4.2	534.4 ± 6.9	542.0 ± 7.0	513.8 ± 16.8	542.2 ± 1.5
Other business managers and associate professionals	523.2 ± 2.5	526.2 ± 2.5	517.2 ± 2.5	525.9 ± 3.0	521.9 ± 3.1	517.2 ± 5.8	520.9 ± 6.0	496.9 ± 15.3	522.9 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	503.0 ± 2.3	510.3 ± 2.2	499.6 ± 2.1	511.4 ± 2.8	507.6 ± 3.0	500.0 ± 5.4	513.1 ± 12.4	462.5 ± 14.2	505.2 ± 1.2
Machine operators, hospitality staff, assistants, labourers	489.6 ± 3.0	496.2 ± 2.8	479.4 ± 3.0	494.2 ± 4.0	490.6 ± 3.7	482.4 ± 5.9	477.1 ± 18.0	420.6 ± 28.0	489.7 ± 1.5
Not in paid work in previous 12 months	466.9 ± 3.7	480.8 ± 3.3	464.8 ± 4.9	470.4 ± 7.3	473.4 ± 6.9	460.0 ± 10.2	479.5 ± 14.8	317.3 ± 37.9	469.9 ± 2.2
Not stated (h)	492.1 ± 5.5	534.5 ± 6.9	485.8 ± 4.2	491.1 ± 6.0	488.6 ± 5.8	496.8 ± 10.1	492.8 ± 12.1	305.3 ± 36.5	488.7 ± 3.6
Year 9									
Parental education (d)									
Bachelor degree or above	589.7 ± 3.6	591.1 ± 3.4	580.3 ± 3.9	597.6 ± 5.4	583.6 ± 5.8	585.2 ± 7.5	584.2 ± 7.9	559.6 ± 17.1	588.3 ± 1.9
Advanced diploma/diploma	554.1 ± 2.9	559.6 ± 2.8	548.7 ± 3.0	567.2 ± 4.1	554.9 ± 5.6	555.6 ± 7.5	544.4 ± 9.0	534.8 ± 18.8	555.6 ± 1.5
Certificate I to IV (e)	528.0 ± 2.8	540.8 ± 2.6	532.9 ± 2.8	549.6 ± 3.8	532.9 ± 5.5	530.5 ± 5.9	530.8 ± 9.3	500.9 ± 17.1	534.5 ± 1.4
Year 12 or equivalent	537.6 ± 3.9	552.1 ± 4.8	532.3 ± 3.8	555.6 ± 5.3	539.1 ± 7.5	530.6 ± 16.1	539.7 ± 12.2	513.8 ± 19.7	542.1 ± 2.2
Year 11 or equivalent or below	494.8 ± 4.0	522.2 ± 3.2	502.8 ± 4.2	515.5 ± 5.7	503.4 ± 7.4	505.4 ± 7.5	513.4 ± 41.2	406.0 ± 29.5	505.6 ± 2.1
Not stated (f)	531.2 ± 7.3	572.8 ± 7.6	530.2 ± 7.0	537.8 ± 12.9	532.0 ± 11.1	532.8 ± 13.4	542.5 ± 14.1	363.9 ± 68.9	531.9 ± 4.6
Parental occupation (g)									
Senior management and qualified professionals	587.0 ± 3.6	592.8 ± 3.5	578.7 ± 4.2	594.4 ± 5.5	580.6 ± 6.3	581.4 ± 8.6	576.8 ± 9.5	548.5 ± 19.4	586.2 ± 1.9

TABLE 4A.77

Table 4A.77 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other business managers and associate professionals	562.1 ± 3.0	569.7 ± 3.0	556.5 ± 2.8	571.1 ± 4.3	560.3 ± 5.6	556.4 ± 6.5	561.5 ± 9.9	543.1 ± 20.3	563.4 ± 1.5
Tradespeople, clerks, skilled office, sales and service staff	537.7 ± 2.9	550.8 ± 2.8	537.6 ± 2.9	555.1 ± 4.2	542.7 ± 5.6	537.6 ± 7.0	544.6 ± 13.9	502.4 ± 17.4	543.0 ± 1.5
Machine operators, hospitality staff, assistants, labourers	521.7 ± 4.2	535.3 ± 3.5	517.1 ± 3.6	535.8 ± 5.3	523.4 ± 6.1	514.6 ± 6.8	515.1 ± 18.0	452.2 ± 25.1	525.5 ± 2.0
Not in paid work in previous 12 months	496.0 ± 4.5	520.2 ± 3.9	498.7 ± 5.7	508.2 ± 9.8	499.6 ± 8.1	488.9 ± 11.1	508.5 ± 23.7	371.6 ± 36.4	504.5 ± 2.5
Not stated (h)	522.4 ± 6.0	574.8 ± 9.1	523.2 ± 6.0	535.6 ± 10.5	518.2 ± 9.7	528.4 ± 12.3	531.9 ± 14.2	346.8 ± 39.1	524.6 ± 3.9

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.79. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.95. Data for narrative writing were included in earlier reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.78

Table 4A.78 Participation rate in persuasive writing assessment, 2014, by Indigenous status (per cent) (a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	94.4	88.0	89.5	85.4	82.3	95.3	84.4	79.2	89.2
Non-Indigenous students	97.2	94.6	93.9	95.8	93.4	96.0	93.0	96.0	95.3
All students	97.0	94.1	93.1	94.9	92.7	95.0	92.7	89.1	94.7
Year 5									
Aboriginal and Torres Strait Islander students	95.1	88.4	90.2	85.2	83.7	94.6	84.4	81.7	89.8
Non-Indigenous students	97.6	95.2	94.5	96.6	94.5	96.6	93.7	96.6	95.9
All students	97.4	94.9	93.8	95.6	94.0	95.5	93.4	90.1	95.4
Year 7									
Aboriginal and Torres Strait Islander students	90.3	84.1	89.2	83.9	82.4	91.5	85.2	79.3	87.0
Non-Indigenous students	97.2	95.2	93.9	96.8	94.4	95.8	95.2	96.3	95.8
All students	96.8	94.9	93.1	95.7	93.8	95.0	94.9	88.9	95.2
Year 9									
Aboriginal and Torres Strait Islander students	79.6	78.6	81.7	69.4	67.7	86.3	77.7	70.3	77.6
Non-Indigenous students	94.9	91.7	90.3	95.8	91.0	92.6	90.6	94.8	92.8
All students	94.0	91.4	89.3	93.7	89.9	91.6	90.1	85.3	91.8

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

(b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

Table 4A.78 Participation rate in persuasive writing assessment, 2014, by Indigenous status (per cent) (a), (b), (c)

(c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.96. Data for narrative writing were included in earlier reports.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.79

Table 4A.79 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2014 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	5.7	1.9	1.1	4.4	1.2	2.3	1.8	2.5
Absent	3.5	6.0	4.9	12.5	10.4	2.8	7.0	16.0	6.8
Withdrawn	2.0	6.0	5.6	2.1	7.3	1.8	8.6	4.8	4.0
Assessed	91.7	82.3	87.6	84.3	77.9	94.2	82.1	77.4	86.7
Non-Indigenous students									
Exempt	1.5	2.8	1.5	1.3	2.2	2.1	1.8	3.2	1.9
Absent	1.6	2.7	2.0	2.3	2.7	3.2	2.3	1.6	2.2
Withdrawn	1.2	2.7	4.1	1.9	3.9	0.8	4.8	2.4	2.5
Assessed	95.7	91.8	92.4	94.5	91.2	93.9	91.1	92.8	93.4
All students									
Exempt	1.6	3.1	1.5	1.3	2.3	1.9	1.8	2.5	2.0
Absent	1.7	3.0	2.5	3.2	3.2	3.2	2.4	7.5	2.6
Withdrawn	1.3	2.9	4.4	2.0	4.1	1.8	5.0	3.4	2.7
Assessed	95.4	91.0	91.6	93.5	90.4	93.1	90.8	86.6	92.7
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	3.1	7.0	2.8	1.2	3.8	1.6	2.7	2.4	2.9
Absent	3.5	6.0	4.9	13.5	9.6	4.3	8.2	17.0	7.1
Withdrawn	1.4	5.7	4.8	1.3	6.7	1.1	7.5	1.3	3.0
Assessed	92.0	81.3	87.5	84.0	79.9	93.0	81.6	79.3	87.0
Non-Indigenous students									
Exempt	1.6	2.8	1.5	1.3	2.0	1.7	1.6	3.2	1.9
Absent	1.5	2.7	2.1	2.2	2.6	2.7	2.6	1.7	2.1
Withdrawn	0.8	2.1	3.3	1.3	2.9	0.8	3.7	1.7	1.9
Assessed	96.1	92.4	93.1	95.2	92.5	94.8	92.1	93.4	94.1
All students									
Exempt	1.7	3.1	1.7	1.3	2.2	1.7	1.7	2.8	2.0
Absent	1.6	2.9	2.6	3.1	3.0	2.8	2.7	8.3	2.5
Withdrawn	0.9	2.3	3.7	1.3	3.0	1.7	3.9	1.6	2.1
Assessed	95.8	91.7	92.0	94.3	91.8	93.8	91.7	87.3	93.4
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.3	5.4	3.3	1.6	2.1	1.7	7.4	3.7	2.8
Absent	8.4	12.8	6.0	15.0	11.9	7.6	8.2	18.9	10.5
Withdrawn	1.3	3.0	4.9	1.0	5.7	0.8	6.6	1.8	2.5
Assessed	88.0	78.8	85.8	82.4	80.3	89.9	77.8	75.6	84.2
Non-Indigenous students									

TABLE 4A.79

Table 4A.79 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2014 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Exempt	1.4	2.2	1.8	1.2	1.8	1.4	1.8	2.1	1.7
Absent	2.3	3.4	2.3	2.3	3.2	3.7	2.2	2.3	2.7
Withdrawn	0.5	1.3	3.8	0.9	2.4	0.5	2.6	1.4	1.5
Assessed	95.8	93.1	92.1	95.6	92.6	94.4	93.4	94.2	94.1
All students									
Exempt	1.5	2.4	2.0	1.3	1.9	1.4	1.9	2.7	1.8
Absent	2.6	3.7	2.8	3.3	3.7	3.9	2.4	9.6	3.2
Withdrawn	0.6	1.4	4.1	1.0	2.6	1.1	2.7	1.5	1.6
Assessed	95.3	92.5	91.1	94.4	91.8	93.6	93.0	86.2	93.4
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.4	4.7	3.1	1.4	3.3	2.4	2.3	2.3	2.7
Absent	18.4	18.8	12.6	28.9	25.4	13.5	13.1	26.6	18.9
Withdrawn	2.0	2.6	5.7	1.6	6.9	0.2	9.2	3.1	3.5
Assessed	77.2	73.9	78.6	68.1	64.4	83.9	75.4	68.0	74.9
Non-Indigenous students									
Exempt	1.3	2.3	1.6	1.2	2.3	1.3	1.8	2.2	1.7
Absent	4.4	6.4	4.3	3.8	6.2	7.0	5.0	3.6	5.0
Withdrawn	0.7	1.9	5.4	0.5	2.8	0.4	4.4	1.5	2.2
Assessed	93.6	89.4	88.7	94.5	88.7	91.3	88.8	92.7	91.1
All students									
Exempt	1.4	2.3	1.7	1.3	2.4	1.5	1.7	2.1	1.8
Absent	5.2	6.7	5.1	5.6	7.2	7.5	5.3	12.5	5.8
Withdrawn	0.8	1.9	5.6	0.6	3.0	0.8	4.7	2.2	2.3
Assessed	92.6	89.1	87.6	92.5	87.4	90.2	88.3	83.2	90.1

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (d) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2013 are at table 4A.97. Data for narrative writing were included in earlier reports.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, NSW (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	429.2 ± 1.5	422.2 ± 1.6	408.6 ± 1.7	▽	▽
At or above NMS	%	96.5 ± 0.3	96.0 ± 0.3	94.8 ± 0.3	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	370.6 ± 4.0	365.4 ± 3.6	349.5 ± 3.5	▽	▽
At or above NMS	%	88.1 ± 1.3	88.0 ± 1.6	83.6 ± 1.6	▽	▽
Non-Indigenous students						
Mean scale score	no.	432.1 ± 1.4	425.3 ± 1.5	411.9 ± 1.6	▽	▽
At or above NMS	%	96.9 ± 0.2	96.5 ± 0.2	95.5 ± 0.3	▽	■
LBOTE students (e)						
At or above NMS	%	96.7 ± 0.4	96.2 ± 0.4	94.8 ± 0.5	▽	▽
Male students						
At or above NMS	%	95.0 ± 0.4	94.4 ± 0.4	92.7 ± 0.4	▽	■
Female students						
At or above NMS	%	98.0 ± 0.2	97.8 ± 0.2	97.1 ± 0.2	▽	■
Year 5						
All students						
Mean scale score	no.	492.6 ± 1.5	483.7 ± 1.7	473.7 ± 1.6	▽	■
At or above NMS	%	95.0 ± 0.3	93.1 ± 0.4	91.7 ± 0.4	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	436.2 ± 3.5	424.8 ± 3.8	414.6 ± 3.9	▽	■
At or above NMS	%	81.8 ± 1.7	76.5 ± 2.0	72.2 ± 2.1	▽	■
Non-Indigenous students						
Mean scale score	no.	495.1 ± 1.5	486.9 ± 1.6	476.9 ± 1.5	▽	■
At or above NMS	%	95.7 ± 0.3	94.0 ± 0.4	92.8 ± 0.4	▽	■
LBOTE students (e)						
At or above NMS	%	96.0 ± 0.4	94.4 ± 0.5	93.0 ± 0.6	▽	■
Male students						
At or above NMS	%	92.9 ± 0.4	89.9 ± 0.6	88.3 ± 0.7	▽	■
Female students						
At or above NMS	%	97.3 ± 0.2	96.5 ± 0.3	95.4 ± 0.3	▽	■

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, NSW (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	527.5 ± 3.0	516.6 ± 2.9	512.4 ± 2.9	▽	■
At or above NMS	%	92.1 ± 0.6	89.2 ± 0.7	89.0 ± 0.7	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	464.0 ± 4.0	452.0 ± 4.6	450.6 ± 4.5	■	■
At or above NMS	%	72.5 ± 2.3	66.9 ± 2.3	66.9 ± 2.1	■	■
Non-Indigenous students						
Mean scale score	no.	530.4 ± 2.9	520.0 ± 2.8	515.8 ± 2.7	▽	■
At or above NMS	%	93.0 ± 0.5	90.4 ± 0.6	90.3 ± 0.7	▽	■
LBOTE students (e)						
At or above NMS	%	93.7 ± 0.9	91.7 ± 1.0	91.1 ± 1.0	▽	■
Male students						
At or above NMS	%	88.5 ± 0.9	84.6 ± 1.1	84.4 ± 1.1	▽	■
Female students						
At or above NMS	%	95.8 ± 0.4	94.0 ± 0.5	93.9 ± 0.6	▽	■
<i>Year 9</i>						
All students						
Mean scale score	no.	562.8 ± 3.6	553.7 ± 3.7	548.1 ± 3.6	■	■
At or above NMS	%	84.9 ± 1.0	81.8 ± 1.1	80.8 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	487.6 ± 4.6	475.9 ± 4.9	470.5 ± 5.5	■	■
At or above NMS	%	55.9 ± 2.5	51.9 ± 2.8	50.5 ± 2.6	■	■
Non-Indigenous students						
Mean scale score	no.	566.3 ± 3.5	558.1 ± 3.6	552.6 ± 3.5	■	■
At or above NMS	%	86.3 ± 0.9	83.5 ± 1.0	82.5 ± 1.1	■	■
LBOTE students (e)						
At or above NMS	%	88.0 ± 1.4	85.6 ± 1.5	84.5 ± 1.6	■	■
Male students						
At or above NMS	%	79.1 ± 1.5	74.8 ± 1.6	74.1 ± 1.7	■	■
Female students						
At or above NMS	%	91.0 ± 0.8	89.2 ± 0.9	87.8 ± 1.0	▽	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, NSW (a), (b), (c)**

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Victoria (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	423.6 ± 1.4	429.7 ± 1.5	416.3 ± 1.5	■	▽
At or above NMS	%	96.2 ± 0.3	96.0 ± 0.4	95.2 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	380.0 ± 5.5	389.5 ± 5.2	370.7 ± 5.3	■	▽
At or above NMS	%	91.3 ± 2.3	89.6 ± 2.3	88.4 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	424.5 ± 1.4	430.4 ± 1.4	417.3 ± 1.5	■	▽
At or above NMS	%	96.6 ± 0.3	96.3 ± 0.3	95.5 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	95.6 ± 0.6	95.4 ± 0.6	93.9 ± 0.7	▽	■
Male students						
At or above NMS	%	94.9 ± 0.5	94.3 ± 0.5	93.3 ± 0.6	■	■
Female students						
At or above NMS	%	97.7 ± 0.3	97.7 ± 0.3	97.1 ± 0.3	■	■
Year 5						
All students						
Mean scale score	no.	492.8 ± 1.5	489.7 ± 1.4	480.8 ± 1.3	▽	■
At or above NMS	%	94.4 ± 0.4	94.2 ± 0.4	93.2 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	448.4 ± 5.5	446.6 ± 6.2	440.4 ± 5.4	■	■
At or above NMS	%	83.3 ± 3.1	82.5 ± 3.0	79.3 ± 3.0	■	■
Non-Indigenous students						
Mean scale score	no.	493.6 ± 1.5	490.4 ± 1.4	481.5 ± 1.3	▽	■
At or above NMS	%	94.7 ± 0.4	94.6 ± 0.4	93.7 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	94.2 ± 0.6	92.7 ± 0.8	■	■
Male students						
At or above NMS	%	92.1 ± 0.6	91.8 ± 0.6	90.4 ± 0.7	■	■
Female students						
At or above NMS	%	96.8 ± 0.3	96.8 ± 0.3	96.2 ± 0.4	■	■

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Victoria (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	533.3 ± 3.1	524.4 ± 2.7	518.4 ± 2.7	▽	■
At or above NMS	%	91.6 ± 0.7	91.3 ± 0.7	90.5 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	474.1 ± 7.2	467.2 ± 9.1	461.1 ± 7.1	■	■
At or above NMS	%	74.0 ± 3.7	72.7 ± 4.4	68.9 ± 3.9	■	■
Non-Indigenous students						
Mean scale score	no.	534.3 ± 3.0	525.3 ± 2.7	519.4 ± 2.6	▽	■
At or above NMS	%	92.1 ± 0.7	91.7 ± 0.7	91.0 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	91.7 ± 1.1	91.6 ± 1.0	90.5 ± 1.2	■	■
Male students						
At or above NMS	%	87.8 ± 1.1	87.2 ± 1.1	86.4 ± 1.1	■	■
Female students						
At or above NMS	%	95.6 ± 0.5	95.7 ± 0.5	94.9 ± 0.6	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.5 ± 3.9	564.0 ± 3.5	559.8 ± 3.3	▽	■
At or above NMS	%	87.5 ± 0.9	86.0 ± 1.0	85.4 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	512.2 ± 7.0	504.4 ± 6.6	502.3 ± 7.2	■	■
At or above NMS	%	66.7 ± 4.6	64.4 ± 3.8	62.1 ± 4.1	■	■
Non-Indigenous students						
Mean scale score	no.	579.7 ± 3.8	565.0 ± 3.5	560.8 ± 3.3	▽	■
At or above NMS	%	88.0 ± 0.9	86.5 ± 1.0	85.8 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	88.5 ± 1.4	86.5 ± 1.5	85.7 ± 1.7	■	■
Male students						
At or above NMS	%	82.5 ± 1.4	80.2 ± 1.6	79.6 ± 1.6	■	■
Female students						
At or above NMS	%	92.9 ± 0.7	92.2 ± 0.7	91.3 ± 0.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Victoria (a), (b), (c)**

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Queensland (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	404.1 ± 2.1	406.2 ± 2.2	390.4 ± 2.1	■	▽
At or above NMS	%	94.3 ± 0.4	94.3 ± 0.4	93.1 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	349.9 ± 4.6	349.3 ± 6.0	338.4 ± 4.7	■	■
At or above NMS	%	84.0 ± 1.8	82.1 ± 2.4	80.6 ± 2.0	■	■
Non-Indigenous students						
Mean scale score	no.	408.9 ± 1.9	410.8 ± 2.0	394.6 ± 2.0	▽	▽
At or above NMS	%	95.3 ± 0.4	95.3 ± 0.3	94.1 ± 0.4	■	■
LBOTE students (e)						
At or above NMS	%	91.0 ± 1.6	90.5 ± 2.0	90.4 ± 1.3	■	■
Male students						
At or above NMS	%	92.1 ± 0.6	92.0 ± 0.6	90.5 ± 0.7	■	■
Female students						
At or above NMS	%	96.7 ± 0.3	96.7 ± 0.3	95.8 ± 0.4	■	■
Year 5						
All students						
Mean scale score	no.	470.9 ± 2.0	469.8 ± 2.1	457.3 ± 2.1	■	■
At or above NMS	%	90.2 ± 0.6	90.0 ± 0.6	87.4 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	416.5 ± 4.9	411.2 ± 5.0	401.7 ± 5.2	■	■
At or above NMS	%	72.1 ± 2.3	69.7 ± 2.4	66.4 ± 2.6	■	■
Non-Indigenous students						
Mean scale score	no.	475.6 ± 1.9	474.4 ± 1.9	461.7 ± 1.9	▽	■
At or above NMS	%	91.7 ± 0.5	91.6 ± 0.5	89.1 ± 0.6	■	■
LBOTE students (e)						
At or above NMS	%	85.6 ± 2.3	86.3 ± 2.2	84.7 ± 1.9	■	■
Male students						
At or above NMS	%	86.1 ± 0.9	85.8 ± 0.9	82.8 ± 1.0	■	■
Female students						
At or above NMS	%	94.4 ± 0.5	94.4 ± 0.5	92.3 ± 0.6	▽	▽

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Queensland (a), (b), (c)**

		2011	2013	2014	<i>Nature of differences</i>	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	532.9 ± 2.2	514.9 ± 2.2	505.4 ± 2.5	▽	■
At or above NMS	%	91.6 ± 0.5	88.8 ± 0.7	85.8 ± 0.9	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	474.1 ± 5.5	457.4 ± 5.5	446.4 ± 6.6	▽	■
At or above NMS	%	74.0 ± 2.5	67.7 ± 2.5	62.8 ± 3.0	▽	■
Non-Indigenous students						
Mean scale score	no.	537.6 ± 2.0	519.2 ± 2.1	510.0 ± 2.3	▽	■
At or above NMS	%	93.0 ± 0.4	90.4 ± 0.6	87.7 ± 0.8	▽	■
LBOTE students (e)						
At or above NMS	%	87.9 ± 2.2	84.7 ± 2.4	82.9 ± 2.3	▽	■
Male students						
At or above NMS	%	88.2 ± 0.8	84.1 ± 1.0	81.2 ± 1.2	▽	■
Female students						
At or above NMS	%	95.1 ± 0.4	93.7 ± 0.5	91.1 ± 0.8	▽	▽
<i>Year 9</i>						
All students						
Mean scale score	no.	564.4 ± 3.9	548.6 ± 3.8	543.8 ± 3.7	▽	■
At or above NMS	%	85.0 ± 1.1	81.6 ± 1.3	79.4 ± 1.3	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	498.2 ± 6.8	487.9 ± 6.7	479.3 ± 6.8	▽	■
At or above NMS	%	60.8 ± 3.1	57.6 ± 3.1	52.3 ± 3.2	▽	■
Non-Indigenous students						
Mean scale score	no.	569.5 ± 3.7	552.8 ± 3.6	548.6 ± 3.5	▽	■
At or above NMS	%	86.9 ± 1.0	83.3 ± 1.1	81.5 ± 1.2	▽	■
LBOTE students (e)						
At or above NMS	%	81.4 ± 3.7	79.5 ± 3.2	75.9 ± 3.3	■	■
Male students						
At or above NMS	%	78.8 ± 1.6	74.2 ± 1.8	72.2 ± 1.8	▽	■
Female students						
At or above NMS	%	91.4 ± 0.9	89.4 ± 0.9	87.1 ± 1.1	▽	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.82 Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Queensland (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.83 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Western Australia (a), (b), (c)**

		2011	2013	2014	<i>Nature of differences</i>	
					2011 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	403.9 ± 2.5	405.3 ± 2.7	397.4 ± 2.9	■	■
At or above NMS	%	94.8 ± 0.6	94.5 ± 0.6	93.2 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	321.9 ± 7.4	316.7 ± 7.8	302.2 ± 8.9	▽	■
At or above NMS	%	74.6 ± 3.4	72.8 ± 3.6	66.0 ± 3.9	▽	■
Non-Indigenous students						
Mean scale score	no.	410.3 ± 2.2	412.5 ± 2.3	405.0 ± 2.4	■	■
At or above NMS	%	96.3 ± 0.4	96.2 ± 0.4	95.3 ± 0.5	■	■
LBOTE students (e)						
At or above NMS	%	93.3 ± 1.5	92.9 ± 1.4	91.4 ± 1.4	■	■
Male students						
At or above NMS	%	92.9 ± 0.8	92.5 ± 0.8	91.1 ± 0.9	■	■
Female students						
At or above NMS	%	96.7 ± 0.5	96.6 ± 0.5	95.4 ± 0.6	▽	■
<i>Year 5</i>						
All students						
Mean scale score	no.	472.2 ± 2.8	470.4 ± 2.6	464.4 ± 2.7	■	■
At or above NMS	%	90.5 ± 0.8	90.9 ± 0.8	89.8 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	379.8 ± 7.9	380.1 ± 7.6	367.8 ± 8.6	■	■
At or above NMS	%	56.4 ± 4.0	56.2 ± 4.4	53.6 ± 3.7	■	■
Non-Indigenous students						
Mean scale score	no.	479.3 ± 2.4	477.7 ± 2.3	471.8 ± 2.2	■	■
At or above NMS	%	93.0 ± 0.6	93.6 ± 0.5	92.5 ± 0.6	■	■
LBOTE students (e)						
At or above NMS	%	89.9 ± 1.7	90.6 ± 1.7	88.7 ± 1.6	■	■
Male students						
At or above NMS	%	87.2 ± 1.1	87.6 ± 1.1	86.4 ± 1.1	■	■
Female students						
At or above NMS	%	94.0 ± 0.8	94.3 ± 0.7	93.4 ± 0.8	■	■

Table 4A.83 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Western Australia (a), (b), (c)**

		2011	2013	2014	<i>Nature of differences</i>	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	529.5 ± 3.3	517.6 ± 3.5	514.1 ± 3.5	▽	■
At or above NMS	%	91.3 ± 0.9	89.9 ± 1.0	89.5 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	442.6 ± 8.1	426.6 ± 8.7	420.5 ± 10.6	▽	■
At or above NMS	%	60.7 ± 4.1	55.9 ± 4.2	54.8 ± 4.2	■	■
Non-Indigenous students						
Mean scale score	no.	535.9 ± 3.0	524.6 ± 3.1	521.9 ± 3.1	▽	■
At or above NMS	%	93.5 ± 0.6	92.5 ± 0.7	92.4 ± 0.7	■	■
LBOTE students (e)						
At or above NMS	%	89.9 ± 1.7	89.0 ± 1.8	88.5 ± 1.8	■	■
Male students						
At or above NMS	%	88.2 ± 1.2	85.9 ± 1.4	85.8 ± 1.4	■	■
Female students						
At or above NMS	%	94.6 ± 0.7	94.2 ± 0.8	93.5 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	561.8 ± 6.6	554.4 ± 5.7	560.6 ± 5.4	■	■
At or above NMS	%	83.1 ± 2.0	82.9 ± 1.8	85.4 ± 1.6	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	465.2 ± 12.1	459.0 ± 10.9	463.6 ± 10.9	■	■
At or above NMS	%	47.4 ± 5.2	44.5 ± 4.4	48.2 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	568.0 ± 6.1	561.6 ± 5.2	567.8 ± 4.9	■	■
At or above NMS	%	85.4 ± 1.7	85.8 ± 1.5	88.3 ± 1.3	■	■
LBOTE students (e)						
At or above NMS	%	83.1 ± 3.8	83.2 ± 3.1	85.4 ± 2.7	■	■
Male students						
At or above NMS	%	77.6 ± 2.8	76.2 ± 2.5	80.0 ± 2.2	■	■
Female students						
At or above NMS	%	89.3 ± 1.6	90.1 ± 1.4	91.1 ± 1.3	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.83 Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Western Australia (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, South Australia (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	400.1 ± 2.9	401.2 ± 3.2	384.6 ± 3.3	▽	▽
At or above NMS	%	94.1 ± 0.7	93.6 ± 0.8	91.8 ± 0.9	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	335.3 ± 10.5	325.3 ± 12.7	307.7 ± 11.3	▽	■
At or above NMS	%	77.5 ± 5.5	73.0 ± 5.1	70.7 ± 5.0	■	■
Non-Indigenous students						
Mean scale score	no.	402.6 ± 2.7	404.9 ± 3.0	388.5 ± 3.2	▽	▽
At or above NMS	%	94.9 ± 0.7	94.7 ± 0.7	92.9 ± 0.8	▽	■
LBOTE students (e)						
At or above NMS	%	92.3 ± 1.9	91.6 ± 2.3	87.7 ± 2.7	▽	▽
Male students						
At or above NMS	%	92.1 ± 1.0	91.1 ± 1.1	88.8 ± 1.2	▽	■
Female students						
At or above NMS	%	96.3 ± 0.6	96.2 ± 0.7	95.0 ± 0.7	■	■
Year 5						
All students						
Mean scale score	no.	469.7 ± 3.2	464.6 ± 3.2	455.4 ± 3.1	▽	■
At or above NMS	%	90.3 ± 1.0	89.3 ± 1.1	87.1 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	399.2 ± 9.6	386.8 ± 12.7	380.0 ± 12.9	▽	■
At or above NMS	%	65.5 ± 5.5	59.6 ± 5.7	58.2 ± 5.3	■	■
Non-Indigenous students						
Mean scale score	no.	472.2 ± 3.1	468.2 ± 3.0	458.8 ± 3.0	▽	■
At or above NMS	%	91.4 ± 0.9	90.7 ± 1.0	88.5 ± 1.1	▽	■
LBOTE students (e)						
At or above NMS	%	88.8 ± 2.4	89.8 ± 2.4	84.1 ± 3.0	▽	▽
Male students						
At or above NMS	%	86.7 ± 1.5	84.9 ± 1.5	82.8 ± 1.5	■	■
Female students						
At or above NMS	%	94.2 ± 0.8	93.8 ± 0.8	91.8 ± 1.0	▽	■

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, South Australia (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	528.8 ± 3.6	517.1 ± 3.4	509.2 ± 3.4	▽	■
At or above NMS	%	91.2 ± 0.9	89.6 ± 1.0	88.1 ± 1.1	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	450.7 ± 11.9	441.2 ± 11.0	435.8 ± 10.6	■	■
At or above NMS	%	64.3 ± 5.5	62.7 ± 5.2	60.4 ± 5.0	■	■
Non-Indigenous students						
Mean scale score	no.	531.6 ± 3.4	520.5 ± 3.2	512.5 ± 3.2	▽	■
At or above NMS	%	92.4 ± 0.8	90.8 ± 0.9	89.4 ± 1.0	▽	■
LBOTE students (e)						
At or above NMS	%	90.2 ± 1.9	89.0 ± 2.1	85.1 ± 2.7	▽	■
Male students						
At or above NMS	%	87.7 ± 1.3	84.7 ± 1.5	83.2 ± 1.6	▽	■
Female students						
At or above NMS	%	94.8 ± 0.7	94.6 ± 0.8	93.2 ± 0.9	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	560.3 ± 7.1	551.0 ± 6.6	545.3 ± 6.6	■	■
At or above NMS	%	82.2 ± 2.4	81.8 ± 2.3	79.7 ± 2.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	472.6 ± 11.4	481.1 ± 10.1	460.7 ± 11.1	■	▽
At or above NMS	%	48.7 ± 6.1	52.5 ± 5.4	46.8 ± 4.7	■	■
Non-Indigenous students						
Mean scale score	no.	562.7 ± 6.9	553.6 ± 6.3	549.2 ± 6.2	■	■
At or above NMS	%	83.3 ± 2.2	83.0 ± 2.1	81.3 ± 2.4	■	■
LBOTE students (e)						
At or above NMS	%	79.3 ± 5.4	82.1 ± 4.6	74.2 ± 7.1	■	■
Male students						
At or above NMS	%	75.8 ± 3.1	74.6 ± 3.1	72.7 ± 3.2	■	■
Female students						
At or above NMS	%	89.0 ± 1.9	89.3 ± 1.8	87.1 ± 2.1	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.84 Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, South Australia (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Tasmania (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	400.7 ± 4.5	402.9 ± 4.9	394.7 ± 4.6	■	■
At or above NMS	%	95.2 ± 0.8	94.4 ± 0.9	93.4 ± 0.9	▽	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	366.7 ± 9.7	371.8 ± 8.4	371.3 ± 7.5	■	■
At or above NMS	%	90.4 ± 3.7	90.9 ± 3.2	91.1 ± 2.7	■	■
Non-Indigenous students						
Mean scale score	no.	403.6 ± 4.5	405.6 ± 5.0	396.4 ± 4.6	■	■
At or above NMS	%	95.6 ± 0.8	94.7 ± 0.9	93.5 ± 1.0	▽	■
LBOTE students (e)						
At or above NMS	%	90.1 ± 3.5	95.0 ± 2.9	86.9 ± 4.6	■	▼
Male students						
At or above NMS	%	93.2 ± 1.3	91.5 ± 1.3	90.9 ± 1.3	■	■
Female students						
At or above NMS	%	97.3 ± 0.6	97.4 ± 0.7	96.0 ± 0.9	▽	▽
Year 5						
All students						
Mean scale score	no.	465.2 ± 4.8	464.9 ± 4.9	461.0 ± 4.8	■	■
At or above NMS	%	90.3 ± 1.4	89.0 ± 1.5	89.0 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	433.6 ± 6.4	427.5 ± 8.6	423.3 ± 8.6	■	■
At or above NMS	%	79.6 ± 4.3	77.0 ± 5.4	76.8 ± 5.2	■	■
Non-Indigenous students						
Mean scale score	no.	468.1 ± 4.9	468.4 ± 4.8	464.1 ± 4.8	■	■
At or above NMS	%	91.1 ± 1.4	90.1 ± 1.4	90.1 ± 1.4	■	■
LBOTE students (e)						
At or above NMS	%	84.9 ± 5.3	89.1 ± 3.7	85.0 ± 5.2	■	■
Male students						
At or above NMS	%	86.4 ± 2.1	83.4 ± 2.4	84.4 ± 2.1	■	■
Female students						
At or above NMS	%	94.5 ± 1.1	94.9 ± 1.1	93.9 ± 1.2	■	■

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Tasmania (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 7						
All students						
Mean scale score	no.	507.5 ± 9.0	505.6 ± 7.2	502.8 ± 6.7	■	■
At or above NMS	%	84.3 ± 3.0	86.7 ± 2.2	86.8 ± 2.1	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	464.6 ± 11.8	470.2 ± 9.7	466.7 ± 9.3	■	■
At or above NMS	%	69.5 ± 6.3	74.3 ± 5.1	73.6 ± 5.1	■	■
Non-Indigenous students						
Mean scale score	no.	512.7 ± 8.3	507.9 ± 6.9	505.8 ± 6.7	■	■
At or above NMS	%	86.1 ± 2.6	87.6 ± 2.1	87.8 ± 2.0	■	■
LBOTE students (e)						
At or above NMS	%	78.8 ± 8.6	85.6 ± 4.9	83.6 ± 6.4	■	■
Male students						
At or above NMS	%	77.3 ± 4.2	80.0 ± 3.3	80.8 ± 3.1	■	■
Female students						
At or above NMS	%	91.7 ± 2.2	94.1 ± 1.3	93.0 ± 1.5	■	■
Year 9						
All students						
Mean scale score	no.	545.8 ± 11.0	541.2 ± 9.2	539.4 ± 7.8	■	■
At or above NMS	%	77.0 ± 3.9	78.5 ± 3.3	79.2 ± 2.9	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	499.7 ± 12.3	493.7 ± 12.2	508.3 ± 8.8	■	■
At or above NMS	%	60.0 ± 6.8	60.1 ± 5.8	66.7 ± 5.3	■	■
Non-Indigenous students						
Mean scale score	no.	552.0 ± 10.3	547.5 ± 8.7	542.5 ± 7.8	■	■
At or above NMS	%	79.5 ± 3.5	81.0 ± 3.0	80.6 ± 2.9	■	■
LBOTE students (e)						
At or above NMS	%	74.8 ± 11.4	75.8 ± 10.2	74.1 ± 9.6	■	■
Male students						
At or above NMS	%	68.5 ± 4.8	69.5 ± 4.5	70.9 ± 3.8	■	■
Female students						
At or above NMS	%	86.0 ± 3.5	88.1 ± 2.6	87.8 ± 2.3	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Tasmania (a), (b), (c)**

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australian Capital Territory (a), (b), (c)**

		2011	2013	2014	<i>Nature of differences</i>	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	419.7 ± 5.0	421.0 ± 5.6	403.5 ± 5.1	▽	▽
At or above NMS	%	96.2 ± 1.1	95.5 ± 1.1	94.9 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	366.1 ± 17.7	369.9 ± 17.2	357.4 ± 15.2	■	■
At or above NMS	%	90.5 ± 5.3	90.2 ± 7.2	86.7 ± 7.2	■	■
Non-Indigenous students						
Mean scale score	no.	420.9 ± 4.9	422.6 ± 5.4	404.6 ± 5.1	▽	▽
At or above NMS	%	96.3 ± 1.1	95.6 ± 1.1	95.1 ± 1.2	■	■
LBOTE students (e)						
At or above NMS	%	94.0 ± 3.1	92.6 ± 2.7	92.4 ± 2.6	■	■
Male students						
At or above NMS	%	94.5 ± 1.6	93.7 ± 1.7	93.3 ± 1.8	■	■
Female students						
At or above NMS	%	98.0 ± 0.8	97.3 ± 1.0	96.5 ± 1.1	▽	■
Year 5						
All students						
Mean scale score	no.	495.0 ± 5.5	486.1 ± 5.1	473.0 ± 5.2	▽	■
At or above NMS	%	93.7 ± 1.4	94.1 ± 1.4	92.8 ± 1.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	448.9 ± 17.0	443.8 ± 13.2	424.1 ± 12.8	▽	■
At or above NMS	%	87.0 ± 7.3	83.6 ± 8.2	73.5 ± 7.9	▼	■
Non-Indigenous students						
Mean scale score	no.	496.0 ± 5.6	487.2 ± 5.1	474.8 ± 5.1	▽	■
At or above NMS	%	93.9 ± 1.3	94.4 ± 1.4	93.5 ± 1.4	■	■
LBOTE students (e)						
At or above NMS	%	92.4 ± 2.9	93.3 ± 2.3	91.9 ± 2.4	■	■
Male students						
At or above NMS	%	90.9 ± 2.3	91.2 ± 2.2	90.1 ± 2.2	■	■
Female students						
At or above NMS	%	96.6 ± 1.0	97.1 ± 1.0	95.7 ± 1.4	■	■

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australian Capital Territory (a), (b), (c)**

		2011	2013	2014	<i>Nature of differences</i>	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	535.7 ± 10.0	526.7 ± 7.5	523.1 ± 8.1	■	■
At or above NMS	%	91.8 ± 2.5	90.7 ± 2.2	90.7 ± 2.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	478.9 ± 21.8	478.9 ± 19.3	472.6 ± 19.8	■	■
At or above NMS	%	69.3 ± 11.6	78.3 ± 9.8	66.9 ± 12.5	■	■
Non-Indigenous students						
Mean scale score	no.	537.0 ± 9.8	528.3 ± 7.3	524.8 ± 7.8	■	■
At or above NMS	%	92.4 ± 2.4	91.1 ± 2.1	91.4 ± 2.3	■	■
LBOTE students (e)						
At or above NMS	%	92.1 ± 2.8	89.5 ± 3.7	90.1 ± 3.0	■	■
Male students						
At or above NMS	%	88.3 ± 3.8	86.5 ± 3.5	87.0 ± 3.9	■	■
Female students						
At or above NMS	%	95.4 ± 1.8	95.1 ± 1.6	94.4 ± 1.9	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 12.5	569.9 ± 11.2	558.7 ± 9.9	■	■
At or above NMS	%	85.5 ± 3.4	86.5 ± 3.3	83.8 ± 3.5	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	500.4 ± 25.0	511.9 ± 21.8	489.8 ± 20.3	■	■
At or above NMS	%	62.7 ± 13.4	59.8 ± 10.0	57.5 ± 11.5	■	■
Non-Indigenous students						
Mean scale score	no.	576.9 ± 12.2	571.5 ± 11.0	561.3 ± 9.7	■	■
At or above NMS	%	86.1 ± 3.3	87.3 ± 3.1	84.7 ± 3.3	■	■
LBOTE students (e)						
At or above NMS	%	83.1 ± 4.7	84.8 ± 4.3	82.5 ± 4.7	■	■
Male students						
At or above NMS	%	78.5 ± 5.0	81.7 ± 4.5	77.2 ± 5.5	■	■
Female students						
At or above NMS	%	92.8 ± 2.5	91.3 ± 2.8	90.6 ± 2.7	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.86 Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australian Capital Territory (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.87 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Northern Territory (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	330.0 ± 17.2	319.8 ± 19.2	317.5 ± 19.7	■	■
At or above NMS	%	70.4 ± 6.2	68.9 ± 6.7	67.7 ± 6.7	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	250.9 ± 14.2	233.1 ± 17.8	219.1 ± 17.5	▽	■
At or above NMS	%	42.0 ± 6.5	39.0 ± 6.9	33.9 ± 6.2	■	■
Non-Indigenous students						
Mean scale score	no.	393.4 ± 8.1	387.5 ± 8.3	383.8 ± 8.1	■	■
At or above NMS	%	92.6 ± 2.2	92.2 ± 2.3	90.4 ± 3.5	■	■
LBOTE students (e)						
At or above NMS	%	48.2 ± 7.8	45.4 ± 8.8	40.8 ± 9.4	■	■
Male students						
At or above NMS	%	66.1 ± 7.0	64.6 ± 7.3	64.5 ± 6.9	■	■
Female students						
At or above NMS	%	74.7 ± 5.9	73.5 ± 6.4	71.0 ± 7.0	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	396.5 ± 18.2	385.9 ± 21.8	379.5 ± 20.5	■	■
At or above NMS	%	61.7 ± 7.2	59.8 ± 7.7	59.9 ± 6.9	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	314.3 ± 16.0	293.0 ± 20.2	281.6 ± 20.0	▽	■
At or above NMS	%	29.1 ± 6.2	24.6 ± 5.9	24.8 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	464.8 ± 6.6	461.3 ± 7.3	452.3 ± 6.1	■	■
At or above NMS	%	88.7 ± 2.7	88.1 ± 3.1	86.1 ± 3.0	■	■
LBOTE students (e)						
At or above NMS	%	35.7 ± 7.8	33.3 ± 8.8	30.9 ± 8.1	■	■
Male students						
At or above NMS	%	55.9 ± 7.5	53.3 ± 8.0	53.9 ± 7.1	■	■
Female students						
At or above NMS	%	67.4 ± 7.2	66.4 ± 7.7	66.1 ± 7.2	■	■

Table 4A.87 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Northern Territory (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	446.3 ± 27.5	418.4 ± 30.0	415.5 ± 31.4	■	■
At or above NMS	%	59.2 ± 9.4	55.6 ± 9.5	56.2 ± 9.8	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	350.6 ± 21.5	317.8 ± 27.9	307.4 ± 26.8	▽	■
At or above NMS	%	26.0 ± 7.5	21.2 ± 7.0	19.9 ± 6.3	■	■
Non-Indigenous students						
Mean scale score	no.	520.9 ± 16.2	499.6 ± 11.9	495.3 ± 11.9	▽	■
At or above NMS	%	84.8 ± 5.0	83.5 ± 4.0	83.7 ± 4.4	■	■
LBOTE students (e)						
At or above NMS	%	35.3 ± 12.9	28.8 ± 12.2	25.1 ± 11.3	■	■
Male students						
At or above NMS	%	53.7 ± 9.8	47.5 ± 9.3	49.5 ± 9.9	■	■
Female students						
At or above NMS	%	65.3 ± 9.8	64.2 ± 10.0	63.5 ± 10.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	491.9 ± 24.9	470.1 ± 27.8	463.1 ± 31.5	■	■
At or above NMS	%	57.5 ± 8.5	54.3 ± 8.7	53.3 ± 9.3	■	■
Aboriginal and Torres Strait Islander students (d)						
Mean scale score	no.	384.5 ± 24.6	364.9 ± 26.2	344.6 ± 28.4	▽	■
At or above NMS	%	22.5 ± 6.7	20.8 ± 6.1	17.8 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	561.5 ± 11.3	540.4 ± 16.5	534.9 ± 18.2	▽	■
At or above NMS	%	79.6 ± 5.8	76.8 ± 5.6	75.0 ± 6.4	■	■
LBOTE students (e)						
At or above NMS	%	37.3 ± 13.1	32.1 ± 12.8	27.6 ± 11.3	■	■
Male students						
At or above NMS	%	50.2 ± 8.6	46.9 ± 9.1	46.3 ± 9.0	■	■
Female students						
At or above NMS	%	65.1 ± 8.6	62.3 ± 9.0	60.7 ± 9.9	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.87 Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Northern Territory (a), (b), (c)

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.88 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australia (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
Year 3						
All students						
Mean scale score	no.	415.9 ± 0.9	415.6 ± 1.0	402.2 ± 1.0	▽	■
At or above NMS	%	95.3 ± 0.2	95.0 ± 0.2	93.8 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	343.5 ± 4.0	340.7 ± 4.3	327.9 ± 4.0	■	■
At or above NMS	%	79.9 ± 1.6	78.9 ± 1.7	75.8 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	420.1 ± 0.8	420.0 ± 0.9	406.6 ± 0.9	▽	▽
At or above NMS	%	96.2 ± 0.2	96.0 ± 0.2	94.9 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.9 ± 0.5	93.8 ± 0.5	92.3 ± 0.5	■	■
Male students						
At or above NMS	%	93.5 ± 0.3	93.0 ± 0.3	91.6 ± 0.3	■	■
Female students						
At or above NMS	%	97.1 ± 0.2	97.0 ± 0.2	96.1 ± 0.2	■	■
Year 5						
All students						
Mean scale score	no.	482.6 ± 1.0	477.9 ± 1.0	468.3 ± 0.9	▽	■
At or above NMS	%	92.5 ± 0.3	91.7 ± 0.3	90.2 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	408.1 ± 4.0	400.2 ± 5.0	391.8 ± 4.3	■	■
At or above NMS	%	68.9 ± 1.8	65.8 ± 1.9	63.3 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	486.7 ± 0.9	482.4 ± 0.8	472.7 ± 0.8	▽	■
At or above NMS	%	93.9 ± 0.2	93.3 ± 0.2	91.9 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	92.0 ± 0.6	91.5 ± 0.6	89.8 ± 0.6	■	■
Male students						
At or above NMS	%	89.6 ± 0.3	88.3 ± 0.4	86.6 ± 0.4	■	■
Female students						
At or above NMS	%	95.5 ± 0.2	95.3 ± 0.2	94.1 ± 0.2	■	■

Table 4A.88 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australia (a), (b), (c)**

		2011	2013	2014	Nature of differences	
					2011 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	529.1 ± 1.4	517.0 ± 1.4	511.6 ± 1.4	▽	■
At or above NMS	%	91.1 ± 0.3	89.3 ± 0.4	88.5 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	454.5 ± 3.9	437.4 ± 5.3	431.0 ± 5.5	▽	■
At or above NMS	%	66.9 ± 1.6	61.4 ± 1.9	59.3 ± 1.8	▽	■
Non-Indigenous students						
Mean scale score	no.	533.2 ± 1.4	521.4 ± 1.3	516.2 ± 1.3	▽	■
At or above NMS	%	92.6 ± 0.3	90.9 ± 0.3	90.2 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	90.6 ± 0.7	89.2 ± 0.8	88.2 ± 0.8	■	■
Male students						
At or above NMS	%	87.5 ± 0.5	84.7 ± 0.6	84.0 ± 0.6	■	■
Female students						
At or above NMS	%	95.0 ± 0.3	94.1 ± 0.3	93.2 ± 0.3	▽	■
<i>Year 9</i>						
All students						
Mean scale score	no.	565.9 ± 2.0	554.1 ± 1.9	550.3 ± 1.8	■	■
At or above NMS	%	84.8 ± 0.6	82.6 ± 0.6	81.8 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	483.0 ± 4.0	471.0 ± 4.3	465.5 ± 4.6	■	■
At or above NMS	%	55.0 ± 1.7	51.2 ± 1.7	49.4 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	570.2 ± 1.9	558.7 ± 1.8	555.0 ± 1.8	■	■
At or above NMS	%	86.4 ± 0.5	84.4 ± 0.5	83.6 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	85.7 ± 1.0	83.9 ± 1.0	82.4 ± 1.1	■	■
Male students						
At or above NMS	%	79.0 ± 0.8	75.8 ± 0.9	75.3 ± 0.9	■	■
Female students						
At or above NMS	%	91.0 ± 0.4	89.8 ± 0.5	88.6 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.88 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australia (a), (b), (c)**

	2011	2013	2014	Nature of differences	
				2011 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (e) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.89

Table 4A.89 Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2012-2014 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 - Year 5									
All students									
2012 Year 3	424.3 ± 1.5	428.1 ± 1.4	403.3 ± 2.0	406.8 ± 2.6	403.3 ± 2.9	411.6 ± 4.5	416.0 ± 5.5	322.9 ± 21.1	415.8 ± 0.9
2014 Year 5	473.7 ± 1.6	480.8 ± 1.3	457.3 ± 2.1	464.4 ± 2.7	455.4 ± 3.1	461.0 ± 4.8	473.0 ± 5.2	379.5 ± 20.5	468.3 ± 0.9
Gain 2012-2014	49.4 ± 11.6	52.7 ± 11.6	54.0 ± 11.8	57.6 ± 12.0	52.1 ± 12.2	49.4 ± 13.2	57.0 ± 13.7	56.6 ± 31.6	52.5 ± 11.5
Aboriginal and Torres Strait Islander students (d)									
2012 Year 3	367.3 ± 3.9	389.0 ± 5.4	345.3 ± 5.9	315.9 ± 7.2	345.0 ± 9.0	376.1 ± 9.2	372.5 ± 15.5	226.2 ± 22.3	339.8 ± 4.8
2014 Year 5	414.6 ± 3.9	440.4 ± 5.4	401.7 ± 5.2	367.8 ± 8.6	380.0 ± 12.9	423.3 ± 8.6	424.1 ± 12.8	281.6 ± 20.0	391.8 ± 4.3
Gain 2012-2014	47.3 ± 12.7	51.4 ± 13.7	56.4 ± 13.8	51.9 ± 16.0	35.0 ± 19.5	47.2 ± 17.0	51.6 ± 23.1	55.4 ± 32.1	52.0 ± 13.1
Non-Indigenous students									
2012 Year 3	427.3 ± 1.4	429.6 ± 1.3	407.8 ± 1.8	413.5 ± 2.2	405.7 ± 2.8	413.9 ± 4.5	417.3 ± 5.4	395.4 ± 7.1	420.1 ± 0.8
2014 Year 5	476.9 ± 1.5	481.5 ± 1.3	461.7 ± 1.9	471.8 ± 2.2	458.8 ± 3.0	464.1 ± 4.8	474.8 ± 5.1	452.3 ± 6.1	472.7 ± 0.8
Gain 2012-2014	49.6 ± 11.6	51.9 ± 11.6	53.9 ± 11.7	58.3 ± 11.8	53.1 ± 12.1	50.2 ± 13.2	57.5 ± 13.6	56.9 ± 14.8	52.6 ± 11.5
Year 5 - Year 7									
All students									
2012 Year 5	485.6 ± 1.6	488.7 ± 1.4	457.7 ± 2.1	469.9 ± 2.6	463.2 ± 2.8	471.5 ± 4.5	485.2 ± 5.7	390.9 ± 21.7	477.0 ± 1.0
2014 Year 7	512.4 ± 2.9	518.4 ± 2.7	505.4 ± 2.5	514.1 ± 3.5	509.2 ± 3.4	502.8 ± 6.7	523.1 ± 8.1	415.5 ± 31.4	511.6 ± 1.4
Gain 2012-2014	26.8 ± 11.9	29.7 ± 11.8	47.7 ± 11.9	44.2 ± 12.2	46.0 ± 12.2	31.3 ± 14.0	37.9 ± 15.1	24.6 ± 39.8	34.6 ± 11.5
Aboriginal and Torres Strait Islander students (d)									
2012 Year 5	428.6 ± 4.0	442.0 ± 5.3	398.4 ± 6.4	382.1 ± 8.0	401.7 ± 9.4	441.6 ± 7.9	434.5 ± 20.9	299.1 ± 22.4	398.8 ± 5.3
2014 Year 7	450.6 ± 4.5	461.1 ± 7.1	446.4 ± 6.6	420.5 ± 10.6	435.8 ± 10.6	466.7 ± 9.3	472.6 ± 19.8	307.4 ± 26.8	431.0 ± 5.5
Gain 2012-2014	22.0 ± 12.9	19.1 ± 14.5	48.0 ± 14.7	38.4 ± 17.5	34.1 ± 18.2	25.1 ± 16.7	38.1 ± 31.0	08.3 ± 36.8	32.2 ± 13.7
Non-Indigenous students									
2012 Year 5	488.5 ± 1.5	489.9 ± 1.4	462.1 ± 2.0	476.9 ± 2.3	465.8 ± 2.7	474.0 ± 4.5	486.4 ± 5.6	466.3 ± 7.3	481.3 ± 0.9
2014 Year 7	515.8 ± 2.7	519.4 ± 2.6	510.0 ± 2.3	521.9 ± 3.1	512.5 ± 3.2	505.8 ± 6.7	524.8 ± 7.8	495.3 ± 11.9	516.2 ± 1.3

Table 4A.89 Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2012-2014 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Gain 2012-2014	27.3 ± 11.8	29.5 ± 11.8	47.9 ± 11.8	45.0 ± 12.0	46.7 ± 12.2	31.8 ± 13.9	38.4 ± 14.9	29.0 ± 18.0	34.9 ± 11.5
Year 7 - Year 9									
All students									
2012 Year 7	520.3 ± 3.0	525.5 ± 2.9	511.7 ± 2.1	520.9 ± 3.2	516.5 ± 3.1	508.3 ± 7.4	519.5 ± 9.1	434.8 ± 30.2	518.3 ± 1.4
2014 Year 9	548.1 ± 3.6	559.8 ± 3.3	543.8 ± 3.7	560.6 ± 5.4	545.3 ± 6.6	539.4 ± 7.8	558.7 ± 9.9	463.1 ± 31.5	550.3 ± 1.8
Gain 2012-2014	27.8 ± 12.3	34.3 ± 12.2	32.1 ± 12.2	39.7 ± 13.0	28.8 ± 13.6	31.1 ± 15.7	39.2 ± 17.6	28.3 ± 45.1	32.0 ± 11.6
Aboriginal and Torres Strait Islander students (d)									
2012 Year 7	455.0 ± 4.2	475.0 ± 6.5	453.8 ± 6.7	435.8 ± 8.2	453.6 ± 10.6	475.6 ± 7.2	458.5 ± 16.9	328.9 ± 29.5	442.2 ± 4.8
2014 Year 9	470.5 ± 5.5	502.3 ± 7.2	479.3 ± 6.8	463.6 ± 10.9	460.7 ± 11.1	508.3 ± 8.8	489.8 ± 20.3	344.6 ± 28.4	465.5 ± 4.6
Gain 2012-2014	15.5 ± 13.3	27.3 ± 15.0	25.5 ± 14.9	27.8 ± 17.8	07.1 ± 19.1	32.7 ± 16.1	31.3 ± 28.8	15.7 ± 42.5	23.3 ± 13.2
Non-Indigenous students									
2012 Year 7	523.5 ± 2.9	526.6 ± 2.8	516.0 ± 1.9	527.1 ± 3.0	519.2 ± 3.0	511.1 ± 7.1	521.0 ± 9.1	512.9 ± 13.7	522.4 ± 1.3
2014 Year 9	552.6 ± 3.5	560.8 ± 3.3	548.6 ± 3.5	567.8 ± 4.9	549.2 ± 6.2	542.5 ± 7.8	561.3 ± 9.7	534.9 ± 18.2	555.0 ± 1.8
Gain 2012-2014	29.1 ± 12.3	34.2 ± 12.2	32.6 ± 12.1	40.7 ± 12.8	30.0 ± 13.3	31.4 ± 15.5	40.3 ± 17.5	22.0 ± 25.5	32.6 ± 11.6

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2008, 2010 and 2012 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2008 to 2010 of 23.1 ± 2.7). Gains for 2011-2013 are in table 4A.107. Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.90

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 10 m</i>	<i>8 y 8 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	96.0 ± 0.3	96.0 ± 0.4	94.3 ± 0.4	94.5 ± 0.6	93.6 ± 0.8	94.4 ± 0.9	95.5 ± 1.1	68.9 ± 6.7	95.0 ± 0.2
Aboriginal and Torres Strait Islander students (e)	88.0 ± 1.6	89.6 ± 2.3	82.1 ± 2.4	72.8 ± 3.6	73.0 ± 5.1	90.9 ± 3.2	90.2 ± 7.2	39.0 ± 6.9	78.9 ± 1.7
Non-Indigenous students	96.5 ± 0.2	96.3 ± 0.3	95.3 ± 0.3	96.2 ± 0.4	94.7 ± 0.7	94.7 ± 0.9	95.6 ± 1.1	92.2 ± 2.3	96.0 ± 0.2
LBOTE students (f)	96.2 ± 0.4	95.4 ± 0.6	90.5 ± 2.0	92.9 ± 1.4	91.6 ± 2.3	95.0 ± 2.9	92.6 ± 2.7	45.4 ± 8.8	93.8 ± 0.5
Male students	94.4 ± 0.4	94.3 ± 0.5	92.0 ± 0.6	92.5 ± 0.8	91.1 ± 1.1	91.5 ± 1.3	93.7 ± 1.7	64.6 ± 7.3	93.0 ± 0.3
Female students	97.8 ± 0.2	97.7 ± 0.3	96.7 ± 0.3	96.6 ± 0.5	96.2 ± 0.7	97.4 ± 0.7	97.3 ± 1.0	73.5 ± 6.4	97.0 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	93.1 ± 0.4	94.2 ± 0.4	90.0 ± 0.6	90.9 ± 0.8	89.3 ± 1.1	89.0 ± 1.5	94.1 ± 1.4	59.8 ± 7.7	91.7 ± 0.3
Aboriginal and Torres Strait Islander students (e)	76.5 ± 2.0	82.5 ± 3.0	69.7 ± 2.4	56.2 ± 4.4	59.6 ± 5.7	77.0 ± 5.4	83.6 ± 8.2	24.6 ± 5.9	65.8 ± 1.9
Non-Indigenous students	94.0 ± 0.4	94.6 ± 0.4	91.6 ± 0.5	93.6 ± 0.5	90.7 ± 1.0	90.1 ± 1.4	94.4 ± 1.4	88.1 ± 3.1	93.3 ± 0.2
LBOTE students (f)	94.4 ± 0.5	94.2 ± 0.6	86.3 ± 2.2	90.6 ± 1.7	89.8 ± 2.4	89.1 ± 3.7	93.3 ± 2.3	33.3 ± 8.8	91.5 ± 0.6
Male students	89.9 ± 0.6	91.8 ± 0.6	85.8 ± 0.9	87.6 ± 1.1	84.9 ± 1.5	83.4 ± 2.4	91.2 ± 2.2	53.3 ± 8.0	88.3 ± 0.4
Female students	96.5 ± 0.3	96.8 ± 0.3	94.4 ± 0.5	94.3 ± 0.7	93.8 ± 0.8	94.9 ± 1.1	97.1 ± 1.0	66.4 ± 7.7	95.3 ± 0.2

TABLE 4A.90

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7									
Average age (d)	12 y 7 m	12 y 9 m	12 y 1 m	12 y 5 m	12 y 7 m	12 y 11 m	12 y 8 m	12 y 6 m	12 y 6 m
Years of schooling (d)	7 y 4 m	7 y 4 m	6 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 2 m
All students	89.2 ± 0.7	91.3 ± 0.7	88.8 ± 0.7	89.9 ± 1.0	89.6 ± 1.0	86.7 ± 2.2	90.7 ± 2.2	55.6 ± 9.5	89.3 ± 0.4
Aboriginal and Torres Strait Islander students (e)	66.9 ± 2.3	72.7 ± 4.4	67.7 ± 2.5	55.9 ± 4.2	62.7 ± 5.2	74.3 ± 5.1	78.3 ± 9.8	21.2 ± 7.0	61.4 ± 1.9
Non-Indigenous students	90.4 ± 0.6	91.7 ± 0.7	90.4 ± 0.6	92.5 ± 0.7	90.8 ± 0.9	87.6 ± 2.1	91.1 ± 2.1	83.5 ± 4.0	90.9 ± 0.3
LBOTE students (f)	91.7 ± 1.0	91.6 ± 1.0	84.7 ± 2.4	89.0 ± 1.8	89.0 ± 2.1	85.6 ± 4.9	89.5 ± 3.7	28.8 ± 12.2	89.2 ± 0.8
Male students	84.6 ± 1.1	87.2 ± 1.1	84.1 ± 1.0	85.9 ± 1.4	84.7 ± 1.5	80.0 ± 3.3	86.5 ± 3.5	47.5 ± 9.3	84.7 ± 0.6
Female students	94.0 ± 0.5	95.7 ± 0.5	93.7 ± 0.5	94.2 ± 0.8	94.6 ± 0.8	94.1 ± 1.3	95.1 ± 1.6	64.2 ± 10.0	94.1 ± 0.3
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 m	14 y 7 m	14 y 10 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	81.8 ± 1.1	86.0 ± 1.0	81.6 ± 1.3	82.9 ± 1.8	81.8 ± 2.3	78.5 ± 3.3	86.5 ± 3.3	54.3 ± 8.7	82.6 ± 0.6
Aboriginal and Torres Strait Islander students (e)	51.9 ± 2.8	64.4 ± 3.8	57.6 ± 3.1	44.5 ± 4.4	52.5 ± 5.4	60.1 ± 5.8	59.8 ± 10.0	20.8 ± 6.1	51.2 ± 1.7
Non-Indigenous students	83.5 ± 1.0	86.5 ± 1.0	83.3 ± 1.1	85.8 ± 1.5	83.0 ± 2.1	81.0 ± 3.0	87.3 ± 3.1	76.8 ± 5.6	84.4 ± 0.5
LBOTE students (f)	85.6 ± 1.5	86.5 ± 1.5	79.5 ± 3.2	83.2 ± 3.1	82.1 ± 4.6	75.8 ± 10.2	84.8 ± 4.3	32.1 ± 12.8	83.9 ± 1.0
Male students	74.8 ± 1.6	80.2 ± 1.6	74.2 ± 1.8	76.2 ± 2.5	74.6 ± 3.1	69.5 ± 4.5	81.7 ± 4.5	46.9 ± 9.1	75.8 ± 0.9
Female students	89.2 ± 0.9	92.2 ± 0.7	89.4 ± 0.9	90.1 ± 1.4	89.3 ± 1.8	88.1 ± 2.6	91.3 ± 2.8	62.3 ± 9.0	89.8 ± 0.5

TABLE 4A.90

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	96.0 ± 0.3	96.0 ± 0.4	94.3 ± 0.4	94.5 ± 0.6	93.6 ± 0.8	94.4 ± 0.9	95.5 ± 1.1	68.9 ± 6.7	95.0 ± 0.2
Compared to										
<i>NSW</i>	96.0 ± 0.3	..	■	△	△	△	△	■	▲	■
<i>Vic</i>	96.0 ± 0.4	■	..	△	■	△	△	■	▲	■
<i>Qld</i>	94.3 ± 0.4	▽	▽	..	■	■	■	■	▲	■
<i>WA</i>	94.5 ± 0.6	▽	■	■	..	■	■	■	▲	■
<i>SA</i>	93.6 ± 0.8	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	94.4 ± 0.9	▽	▽	■	■	■	..	■	▲	■
<i>ACT</i>	95.5 ± 1.1	■	■	■	■	△	■	..	▲	■
<i>NT</i>	68.9 ± 6.7	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.0 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	93.1 ± 0.4	94.2 ± 0.4	90.0 ± 0.6	90.9 ± 0.8	89.3 ± 1.1	89.0 ± 1.5	94.1 ± 1.4	59.8 ± 7.7	91.7 ± 0.3
Compared to										
<i>NSW</i>	93.1 ± 0.4	..	■	△	■	△	△	■	▲	■
<i>Vic</i>	94.2 ± 0.4	■	..	△	△	△	△	■	▲	△
<i>Qld</i>	90.0 ± 0.6	▽	▽	..	■	■	■	▽	▲	■
<i>WA</i>	90.9 ± 0.8	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	89.3 ± 1.1	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	89.0 ± 1.5	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	94.1 ± 1.4	■	■	△	△	△	△	..	▲	△
<i>NT</i>	59.8 ± 7.7	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	91.7 ± 0.3	■	▽	■	■	■	■	▽	▲	..

TABLE 4A.90

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	89.2 ± 0.7	91.3 ± 0.7	88.8 ± 0.7	89.9 ± 1.0	89.6 ± 1.0	86.7 ± 2.2	90.7 ± 2.2	55.6 ± 9.5	89.3 ± 0.4
Compared to										
<i>NSW</i>	89.2 ± 0.7	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	91.3 ± 0.7	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	88.8 ± 0.7	■	■	..	■	■	■	■	▲	■
<i>WA</i>	89.9 ± 1.0	■	■	■	..	■	■	■	▲	■
<i>SA</i>	89.6 ± 1.0	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	86.7 ± 2.2	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	90.7 ± 2.2	■	■	■	■	■	△	..	▲	■
<i>NT</i>	55.6 ± 9.5	▽	▽	▽	▽	▽	▽	▽	..	▽
<i>Aust</i>	89.3 ± 0.4	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	81.8 ± 1.1	86.0 ± 1.0	81.6 ± 1.3	82.9 ± 1.8	81.8 ± 2.3	78.5 ± 3.3	86.5 ± 3.3	54.3 ± 8.7	82.6 ± 0.6
Compared to										
<i>NSW</i>	81.8 ± 1.1	..	■	■	■	■	■	▽	▲	■
<i>Vic</i>	86.0 ± 1.0	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	81.6 ± 1.3	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	82.9 ± 1.8	■	■	■	..	■	■	■	▲	■
<i>SA</i>	81.8 ± 2.3	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	78.5 ± 3.3	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	86.5 ± 3.3	△	■	△	■	△	△	..	▲	■
<i>NT</i>	54.3 ± 8.7	▽	▽	▽	▽	▽	▽	▽	..	▽
<i>Aust</i>	82.6 ± 0.6	■	■	■	■	■	■	■	▲	..

Table 4A.90 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.97. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.72.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

.. Not applicable.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.91

Table 4A.91 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	90.8 ± 1.7	89.5 ± 3.3	85.2 ± 2.1	81.7 ± 3.4	80.5 ± 5.2	91.6 ± 4.1	89.9 ± 7.4	..	87.0 ± 1.3
Provincial	86.5 ± 2.1	89.7 ± 3.2	85.6 ± 2.8	79.7 ± 5.3	76.1 ± 6.2	91.6 ± 3.8	np	76.1 ± 7.1	85.1 ± 1.5
Remote	74.6 ± 10.6	np	71.5 ± 8.1	72.4 ± 8.6	np	np	..	54.0 ± 12.2	67.8 ± 4.9
Very remote	82.7 ± 12.4	..	65.2 ± 11.3	52.2 ± 8.4	28.6 ± 18.3	np	..	20.2 ± 5.0	42.4 ± 6.2
Total	88.0 ± 1.6	89.6 ± 2.3	82.1 ± 2.4	72.8 ± 3.6	73.0 ± 5.1	90.9 ± 3.2	90.2 ± 7.2	39.0 ± 6.9	78.9 ± 1.7
Non-Indigenous students									
Metropolitan	96.8 ± 0.3	96.5 ± 0.4	95.5 ± 0.4	96.4 ± 0.5	95.0 ± 0.8	95.0 ± 1.5	95.6 ± 1.1	..	96.3 ± 0.2
Provincial	95.6 ± 0.5	95.5 ± 0.8	94.8 ± 0.5	95.4 ± 0.9	93.8 ± 1.4	94.7 ± 1.1	np	91.7 ± 3.0	95.1 ± 0.3
Remote	93.8 ± 3.9	100.0	95.7 ± 1.8	95.7 ± 1.7	95.4 ± 2.4	86.0 ± 17.2	..	93.0 ± 3.9	95.1 ± 1.0
Very remote	96.6 ± 4.4	..	90.5 ± 4.7	96.2 ± 2.1	92.0 ± 5.7	np	..	95.7 ± 2.5	94.0 ± 2.0
Total	96.5 ± 0.2	96.3 ± 0.3	95.3 ± 0.3	96.2 ± 0.4	94.7 ± 0.7	94.7 ± 0.9	95.6 ± 1.1	92.2 ± 2.3	96.0 ± 0.2
All students									
Metropolitan	96.6 ± 0.3	96.2 ± 0.4	95.0 ± 0.5	95.8 ± 0.5	94.3 ± 0.9	94.8 ± 1.4	95.5 ± 1.1	..	95.9 ± 0.2
Provincial	94.5 ± 0.6	95.2 ± 0.8	93.9 ± 0.6	94.1 ± 1.0	92.6 ± 1.5	94.2 ± 1.1	np	88.9 ± 3.6	94.2 ± 0.3
Remote	86.5 ± 6.8	100.0	89.8 ± 3.8	90.3 ± 3.4	94.0 ± 2.9	82.6 ± 21.6	..	75.5 ± 9.8	88.1 ± 2.3
Very remote	89.8 ± 8.4	..	74.9 ± 9.0	71.3 ± 8.0	58.6 ± 20.2	np	..	30.3 ± 10.8	59.4 ± 6.2
Total	96.0 ± 0.3	96.0 ± 0.4	94.3 ± 0.4	94.5 ± 0.6	93.6 ± 0.8	94.4 ± 0.9	95.5 ± 1.1	68.9 ± 6.7	95.0 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	82.5 ± 2.5	85.5 ± 3.4	74.8 ± 2.5	68.2 ± 5.1	71.2 ± 5.3	75.3 ± 7.7	84.9 ± 8.6	..	77.5 ± 1.6
Provincial	72.2 ± 2.9	80.0 ± 4.4	71.4 ± 3.8	63.9 ± 7.0	57.8 ± 8.5	78.0 ± 6.6	np	57.9 ± 10.1	70.8 ± 2.0
Remote	65.2 ± 10.8	np	56.5 ± 10.7	46.9 ± 10.3	np	np	..	43.9 ± 10.1	52.0 ± 6.2

TABLE 4A.91

Table 4A.91 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	51.0 ± 17.2	..	50.1 ± 9.0	37.2 ± 8.2	20.0 ± 13.8	np	..	8.4 ± 3.2	26.4 ± 5.4
Total	76.5 ± 2.0	82.5 ± 3.0	69.7 ± 2.4	56.2 ± 4.4	59.6 ± 5.7	77.0 ± 5.4	83.6 ± 8.2	24.6 ± 5.9	65.8 ± 1.9
Non-Indigenous students									
Metropolitan	94.8 ± 0.4	95.0 ± 0.5	92.4 ± 0.6	94.2 ± 0.6	91.5 ± 1.1	90.9 ± 2.1	94.4 ± 1.4	..	94.0 ± 0.2
Provincial	91.6 ± 0.7	93.3 ± 0.7	90.0 ± 0.9	92.0 ± 1.3	88.4 ± 1.9	89.4 ± 1.9	np	87.4 ± 3.9	91.3 ± 0.4
Remote	84.8 ± 7.4	93.6 ± 7.9	89.1 ± 3.3	91.6 ± 2.7	90.3 ± 4.4	92.7 ± 7.7	..	89.9 ± 4.5	90.0 ± 1.7
Very remote	94.0 ± 11.3	..	87.2 ± 4.7	88.0 ± 5.0	85.4 ± 10.5	np	..	89.7 ± 7.4	88.0 ± 2.9
Total	94.0 ± 0.4	94.6 ± 0.4	91.6 ± 0.5	93.6 ± 0.5	90.7 ± 1.0	90.1 ± 1.4	94.4 ± 1.4	88.1 ± 3.1	93.3 ± 0.2
All students									
Metropolitan	94.3 ± 0.4	94.7 ± 0.5	91.5 ± 0.7	93.2 ± 0.7	90.9 ± 1.2	89.8 ± 2.3	94.2 ± 1.4	..	93.4 ± 0.3
Provincial	89.5 ± 0.9	92.7 ± 0.8	88.2 ± 1.0	89.5 ± 1.7	86.4 ± 2.3	88.3 ± 2.1	np	81.8 ± 5.3	89.5 ± 0.5
Remote	77.2 ± 6.2	93.7 ± 7.8	81.2 ± 5.3	80.5 ± 5.9	88.8 ± 4.3	91.8 ± 8.4	..	72.6 ± 9.3	80.7 ± 2.9
Very remote	71.4 ± 17.2	..	66.0 ± 7.3	58.5 ± 9.0	50.1 ± 16.5	np	..	16.6 ± 10.6	45.8 ± 6.6
Total	93.1 ± 0.4	94.2 ± 0.4	90.0 ± 0.6	90.9 ± 0.8	89.3 ± 1.1	89.0 ± 1.5	94.1 ± 1.4	59.8 ± 7.7	91.7 ± 0.3
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	74.0 ± 2.8	77.0 ± 7.1	72.2 ± 3.1	68.3 ± 5.6	70.9 ± 5.8	70.7 ± 9.4	78.3 ± 9.8	..	72.8 ± 1.7
Provincial	62.3 ± 3.3	68.3 ± 4.9	69.4 ± 3.4	67.4 ± 5.1	64.5 ± 7.0	76.0 ± 6.2	..	53.7 ± 8.2	65.4 ± 1.9
Remote	41.8 ± 12.0	np	54.1 ± 11.9	49.8 ± 9.9	np	np	..	29.3 ± 11.9	44.6 ± 6.7
Very remote	np	..	46.9 ± 10.4	31.9 ± 7.7	16.0 ± 11.8	np	..	4.7 ± 2.5	22.2 ± 5.1
Total	66.9 ± 2.3	72.7 ± 4.4	67.7 ± 2.5	55.9 ± 4.2	62.7 ± 5.2	74.3 ± 5.1	78.3 ± 9.8	21.2 ± 7.0	61.4 ± 1.9
Non-Indigenous students									
Metropolitan	91.8 ± 0.7	92.7 ± 0.8	91.2 ± 0.7	93.2 ± 0.9	91.6 ± 1.1	88.1 ± 3.8	91.1 ± 2.1	..	92.0 ± 0.4
Provincial	85.7 ± 1.3	88.5 ± 1.5	88.6 ± 1.0	90.6 ± 1.2	89.1 ± 1.6	87.3 ± 2.3	..	83.2 ± 4.4	87.7 ± 0.6

TABLE 4A.91

Table 4A.91 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	73.3 ± 9.1	90.0 ± 7.2	90.5 ± 2.7	90.1 ± 2.9	87.6 ± 3.6	88.5 ± 2.9	..	84.3 ± 11.1	88.0 ± 2.3
Very remote	91.4 ± 11.1	..	84.8 ± 5.4	89.0 ± 5.4	84.8 ± 9.9	np	..	83.6 ± 6.4	86.5 ± 3.0
Total	90.4 ± 0.6	91.7 ± 0.7	90.4 ± 0.6	92.5 ± 0.7	90.8 ± 0.9	87.6 ± 2.1	91.1 ± 2.1	83.5 ± 4.0	90.9 ± 0.3
All students									
Metropolitan	91.2 ± 0.8	92.5 ± 0.8	90.2 ± 0.8	92.3 ± 1.0	90.9 ± 1.2	87.3 ± 3.9	90.7 ± 2.2	..	91.4 ± 0.4
Provincial	83.1 ± 1.5	87.8 ± 1.5	86.9 ± 1.2	88.5 ± 1.5	87.6 ± 1.8	86.2 ± 2.4	..	77.0 ± 5.1	85.9 ± 0.7
Remote	60.1 ± 10.8	90.4 ± 6.9	82.5 ± 5.5	80.4 ± 5.5	86.0 ± 4.3	90.0 ± 2.5	..	60.4 ± 18.6	77.0 ± 4.4
Very remote	63.2 ± 31.2	..	63.2 ± 9.1	53.9 ± 10.4	50.6 ± 19.5	np	..	12.1 ± 8.7	42.3 ± 6.8
Total	89.2 ± 0.7	91.3 ± 0.7	88.8 ± 0.7	89.9 ± 1.0	89.6 ± 1.0	86.7 ± 2.2	90.7 ± 2.2	55.6 ± 9.5	89.3 ± 0.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	58.4 ± 3.5	68.0 ± 5.5	62.8 ± 4.2	54.5 ± 6.5	56.8 ± 6.8	56.6 ± 13.5	59.8 ± 10.0	..	60.0 ± 2.2
Provincial	47.9 ± 3.5	61.1 ± 5.9	57.0 ± 4.1	44.8 ± 7.2	50.2 ± 9.3	62.0 ± 7.3	..	42.5 ± 9.2	51.8 ± 2.2
Remote	32.7 ± 9.0	np	37.9 ± 16.1	34.9 ± 9.4	np	np	..	23.2 ± 8.8	32.6 ± 5.7
Very remote	np	..	33.0 ± 7.9	29.2 ± 14.7	np	np	..	3.8 ± 2.6	18.4 ± 5.8
Total	51.9 ± 2.8	64.4 ± 3.8	57.6 ± 3.1	44.5 ± 4.4	52.5 ± 5.4	60.1 ± 5.8	59.8 ± 10.0	20.8 ± 6.1	51.2 ± 1.7
Non-Indigenous students									
Metropolitan	85.6 ± 1.2	88.1 ± 1.1	85.1 ± 1.4	87.1 ± 1.7	84.9 ± 2.6	82.7 ± 4.8	87.3 ± 3.1	..	86.2 ± 0.6
Provincial	76.8 ± 1.8	81.5 ± 1.8	79.1 ± 1.8	81.6 ± 2.9	78.3 ± 3.5	79.8 ± 3.9	..	77.6 ± 6.3	79.2 ± 0.9
Remote	68.2 ± 9.1	93.7 ± 8.8	73.1 ± 7.2	82.5 ± 5.4	76.7 ± 8.4	np	..	74.4 ± 13.3	77.1 ± 3.8
Very remote	73.3 ± 16.8	..	68.6 ± 9.2	83.4 ± 6.8	72.2 ± 13.5	np	..	70.9 ± 12.8	74.8 ± 5.6
Total	83.5 ± 1.0	86.5 ± 1.0	83.3 ± 1.1	85.8 ± 1.5	83.0 ± 2.1	81.0 ± 3.0	87.3 ± 3.1	76.8 ± 5.6	84.4 ± 0.5
All students									
Metropolitan	84.6 ± 1.2	87.8 ± 1.1	84.0 ± 1.5	85.7 ± 1.9	84.0 ± 2.7	80.1 ± 5.5	86.5 ± 3.3	..	85.3 ± 0.7

TABLE 4A.91

Table 4A.91 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	73.7 ± 2.0	80.8 ± 1.9	77.1 ± 2.0	78.3 ± 3.9	76.8 ± 3.8	77.4 ± 4.1	..	70.0 ± 7.1	76.9 ± 1.1
Remote	51.1 ± 9.1	93.7 ± 8.8	63.2 ± 10.0	69.3 ± 9.2	75.6 ± 8.9	np	..	51.0 ± 17.1	64.2 ± 5.4
Very remote	46.0 ± 29.8	..	49.4 ± 10.4	49.1 ± 15.4	51.9 ± 13.1	np	..	9.2 ± 6.2	36.9 ± 7.4
Total	81.8 ± 1.1	86.0 ± 1.0	81.6 ± 1.3	82.9 ± 1.8	81.8 ± 2.3	78.5 ± 3.3	86.5 ± 3.3	54.3 ± 8.7	82.6 ± 0.6

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.97. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.73. Data for narrative writing were included in earlier reports.

.. Not applicable. **np** Not published.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.92

Table 4A.92 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.0 ± 0.2	97.7 ± 0.3	97.8 ± 0.3	97.9 ± 0.4	97.8 ± 0.6	98.2 ± 0.8	96.7 ± 1.3	95.2 ± 2.3	97.8 ± 0.1
Advanced diploma/diploma	97.1 ± 0.4	96.5 ± 0.5	96.3 ± 0.5	97.0 ± 0.7	96.0 ± 1.0	95.7 ± 1.9	95.9 ± 2.3	92.2 ± 3.6	96.6 ± 0.2
Certificate I to IV (e)	95.7 ± 0.4	95.7 ± 0.5	94.4 ± 0.5	95.6 ± 0.7	94.3 ± 0.9	95.2 ± 1.2	93.8 ± 2.2	84.8 ± 4.2	95.1 ± 0.2
Year 12 or equivalent	95.5 ± 0.6	95.3 ± 0.7	92.9 ± 0.8	95.2 ± 1.0	93.5 ± 1.6	94.3 ± 2.7	95.9 ± 2.4	86.5 ± 6.8	94.6 ± 0.4
Year 11 or equivalent or below	90.4 ± 0.9	90.6 ± 1.0	87.2 ± 1.4	88.4 ± 1.6	85.6 ± 2.0	88.1 ± 2.4	87.4 ± 6.6	52.7 ± 8.9	88.5 ± 0.6
Not stated (f)	92.6 ± 1.2	93.4 ± 1.6	90.1 ± 1.2	87.7 ± 2.0	86.5 ± 3.1	92.1 ± 2.9	93.5 ± 3.6	39.5 ± 11.7	88.0 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.2 ± 0.2	98.1 ± 0.3	97.8 ± 0.3	98.1 ± 0.4	98.0 ± 0.5	98.4 ± 0.9	96.7 ± 1.3	94.5 ± 2.1	98.0 ± 0.1
Other business managers and associate professionals	97.7 ± 0.3	97.7 ± 0.3	97.0 ± 0.4	97.5 ± 0.5	96.8 ± 0.7	97.5 ± 1.0	96.2 ± 1.3	91.7 ± 4.3	97.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.5 ± 0.4	96.8 ± 0.4	95.2 ± 0.5	96.5 ± 0.6	96.1 ± 0.9	95.6 ± 1.6	96.3 ± 1.8	87.5 ± 4.2	96.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	94.8 ± 0.5	94.4 ± 0.7	92.0 ± 1.0	93.6 ± 1.3	92.5 ± 1.2	93.4 ± 1.6	91.6 ± 5.4	69.1 ± 8.9	93.6 ± 0.4
Not in paid work in previous 12 months	90.7 ± 1.0	89.7 ± 1.1	86.5 ± 1.7	87.0 ± 2.2	86.3 ± 2.6	86.1 ± 3.2	91.5 ± 4.9	47.4 ± 8.4	88.4 ± 0.7
Not stated (h)	91.7 ± 0.8	93.4 ± 1.9	90.3 ± 1.0	89.6 ± 1.4	86.6 ± 2.1	90.7 ± 2.8	92.4 ± 3.0	38.3 ± 8.7	89.0 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.3 ± 0.3	97.2 ± 0.4	96.3 ± 0.4	97.0 ± 0.5	96.3 ± 0.8	95.3 ± 1.4	96.2 ± 1.2	92.1 ± 2.7	96.9 ± 0.2
Advanced diploma/diploma	95.1 ± 0.5	95.3 ± 0.6	92.9 ± 0.7	94.7 ± 0.9	92.7 ± 1.4	93.9 ± 1.9	94.1 ± 2.2	87.4 ± 4.2	94.4 ± 0.3

TABLE 4A.92

Table 4A.92 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Certificate I to IV (e)	92.3 ± 0.5	93.3 ± 0.6	89.7 ± 0.7	92.2 ± 0.9	89.1 ± 1.3	90.8 ± 2.0	90.2 ± 3.5	77.7 ± 5.9	91.5 ± 0.3
Year 12 or equivalent	92.3 ± 0.8	93.4 ± 0.8	88.8 ± 1.1	90.7 ± 1.5	90.3 ± 1.7	86.9 ± 3.9	94.0 ± 3.1	76.7 ± 8.8	91.3 ± 0.5
Year 11 or equivalent or below	83.1 ± 1.2	87.1 ± 1.2	78.5 ± 1.5	80.9 ± 2.0	77.6 ± 2.5	78.8 ± 3.1	84.2 ± 6.4	44.3 ± 7.9	81.7 ± 0.7
Not stated (f)	88.6 ± 1.1	92.9 ± 1.7	84.8 ± 1.5	82.1 ± 2.4	82.4 ± 2.8	84.5 ± 4.0	94.2 ± 2.8	30.5 ± 12.9	83.6 ± 1.3
Parental occupation (g)									
Senior management and qualified professionals	97.3 ± 0.3	97.6 ± 0.4	96.5 ± 0.4	97.1 ± 0.5	95.9 ± 0.9	95.5 ± 1.4	96.6 ± 1.2	90.6 ± 3.3	97.0 ± 0.2
Other business managers and associate professionals	96.0 ± 0.4	96.5 ± 0.4	94.1 ± 0.6	95.5 ± 0.7	94.4 ± 1.0	93.8 ± 1.6	95.0 ± 1.8	86.0 ± 4.8	95.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.1 ± 0.5	95.1 ± 0.5	91.2 ± 0.7	93.2 ± 0.9	91.8 ± 1.3	92.2 ± 1.8	92.0 ± 3.6	80.9 ± 5.1	93.3 ± 0.3
Machine operators, hospitality staff, assistants, labourers	90.5 ± 0.7	91.5 ± 0.8	84.6 ± 1.1	88.7 ± 2.0	86.4 ± 1.9	85.3 ± 2.6	93.4 ± 4.2	61.3 ± 9.3	88.8 ± 0.5
Not in paid work in previous 12 months	83.1 ± 1.3	86.0 ± 1.2	77.3 ± 2.2	80.2 ± 2.8	78.0 ± 3.2	75.3 ± 3.9	85.6 ± 6.5	37.7 ± 8.2	82.0 ± 0.8
Not stated (h)	86.6 ± 1.0	93.7 ± 1.6	84.3 ± 1.2	83.1 ± 1.9	80.9 ± 2.5	83.9 ± 3.6	91.6 ± 2.9	29.3 ± 9.2	83.4 ± 1.0
Year 7									
Parental education (d)									
Bachelor degree or above	95.9 ± 0.4	96.4 ± 0.4	96.1 ± 0.4	96.5 ± 0.6	95.8 ± 0.8	95.1 ± 1.6	94.9 ± 1.5	88.8 ± 4.2	96.0 ± 0.2
Advanced diploma/diploma	92.5 ± 0.6	92.8 ± 0.9	92.0 ± 0.7	93.7 ± 0.9	92.8 ± 1.2	92.4 ± 2.3	91.7 ± 3.1	82.6 ± 5.8	92.5 ± 0.4
Certificate I to IV (e)	87.0 ± 0.8	89.3 ± 0.9	88.2 ± 0.8	90.8 ± 1.0	89.6 ± 1.4	86.1 ± 2.2	85.8 ± 4.2	72.4 ± 6.4	88.1 ± 0.4
Year 12 or equivalent	87.6 ± 1.3	90.9 ± 1.1	87.8 ± 1.2	89.2 ± 1.8	89.8 ± 2.0	82.3 ± 5.1	85.5 ± 4.8	72.9 ± 9.3	88.6 ± 0.6
Year 11 or equivalent or below	75.4 ± 1.5	80.7 ± 1.6	76.6 ± 1.5	78.9 ± 2.4	80.9 ± 2.3	77.2 ± 3.8	74.0 ± 8.9	40.9 ± 9.3	77.3 ± 0.8
Not stated (f)	84.6 ± 2.1	91.8 ± 1.8	83.6 ± 1.5	82.6 ± 2.3	84.7 ± 2.2	87.8 ± 4.2	89.0 ± 5.0	24.7 ± 15.9	82.8 ± 1.2

TABLE 4A.92

Table 4A.92 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	95.9 ± 0.4	96.9 ± 0.5	95.9 ± 0.5	96.3 ± 0.6	95.9 ± 0.9	94.8 ± 2.0	95.1 ± 1.5	86.1 ± 4.3	96.0 ± 0.2
Other business managers and associate professionals	93.5 ± 0.5	94.8 ± 0.6	93.2 ± 0.6	94.3 ± 0.8	94.0 ± 1.0	92.3 ± 1.8	92.8 ± 2.1	81.7 ± 6.0	93.8 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	89.7 ± 0.7	91.8 ± 0.8	89.9 ± 0.7	92.0 ± 1.0	92.0 ± 1.2	87.4 ± 2.3	87.9 ± 4.0	76.6 ± 6.6	90.5 ± 0.4
Machine operators, hospitality staff, assistants, labourers	84.0 ± 1.2	86.7 ± 1.1	83.1 ± 1.2	86.1 ± 2.0	87.4 ± 1.6	82.0 ± 3.1	81.4 ± 7.4	52.6 ± 10.8	84.7 ± 0.6
Not in paid work in previous 12 months	74.7 ± 1.7	78.8 ± 1.8	74.0 ± 2.2	75.6 ± 3.0	77.7 ± 3.2	72.6 ± 4.7	75.7 ± 11.8	31.9 ± 12.4	75.8 ± 1.0
Not stated (h)	80.4 ± 1.9	92.6 ± 1.7	82.7 ± 1.3	83.0 ± 2.0	82.4 ± 2.0	85.0 ± 4.2	85.7 ± 5.6	22.5 ± 9.0	81.5 ± 1.0
Year 9									
Parental education (d)									
Bachelor degree or above	93.7 ± 0.6	94.4 ± 0.6	92.6 ± 0.8	93.6 ± 1.0	92.2 ± 1.5	92.5 ± 2.0	93.4 ± 1.8	82.5 ± 6.8	93.5 ± 0.3
Advanced diploma/diploma	87.0 ± 1.0	88.4 ± 1.0	85.8 ± 1.3	88.4 ± 1.3	87.5 ± 1.9	85.9 ± 2.6	85.4 ± 4.0	75.4 ± 6.9	87.2 ± 0.5
Certificate I to IV (e)	78.5 ± 1.2	83.0 ± 1.2	80.3 ± 1.2	82.8 ± 1.7	80.2 ± 2.5	78.5 ± 3.0	80.4 ± 4.9	66.0 ± 6.7	80.4 ± 0.6
Year 12 or equivalent	81.1 ± 1.6	84.1 ± 1.6	80.6 ± 1.6	82.2 ± 2.2	82.1 ± 2.9	78.3 ± 6.5	83.2 ± 6.6	60.7 ± 10.8	81.8 ± 0.8
Year 11 or equivalent or below	62.6 ± 1.7	72.2 ± 1.7	66.1 ± 2.0	66.8 ± 3.5	67.8 ± 3.2	63.4 ± 4.8	61.0 ± 9.7	38.3 ± 9.1	66.3 ± 1.0
Not stated (f)	73.2 ± 2.3	86.8 ± 2.4	75.6 ± 2.8	73.1 ± 4.3	75.5 ± 4.3	75.0 ± 5.5	81.8 ± 6.5	32.1 ± 16.9	74.6 ± 1.5
Parental occupation (g)									
Senior management and qualified professionals	93.2 ± 0.7	94.7 ± 0.6	92.2 ± 0.9	93.0 ± 1.0	92.4 ± 1.5	91.9 ± 2.2	92.5 ± 2.1	81.5 ± 6.2	93.1 ± 0.4

TABLE 4A.92

Table 4A.92 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other business managers and associate professionals	88.5 ± 0.8	90.7 ± 0.9	88.0 ± 1.0	88.6 ± 1.4	88.3 ± 1.7	85.4 ± 2.5	88.9 ± 3.0	76.6 ± 5.4	88.8 ± 0.4
Tradespeople, clerks, skilled office, sales and service staff	81.7 ± 1.2	86.1 ± 1.1	81.2 ± 1.2	84.3 ± 1.6	83.6 ± 2.1	82.8 ± 3.0	83.0 ± 5.7	64.1 ± 6.8	83.1 ± 0.6
Machine operators, hospitality staff, assistants, labourers	73.5 ± 1.5	79.1 ± 1.4	72.7 ± 1.9	74.8 ± 2.8	75.7 ± 2.6	69.3 ± 4.2	73.7 ± 7.2	50.7 ± 9.9	75.1 ± 0.8
Not in paid work in previous 12 months	63.0 ± 2.2	70.8 ± 2.2	63.7 ± 3.0	60.3 ± 5.5	65.7 ± 5.0	58.2 ± 6.0	77.4 ± 9.9	29.4 ± 10.4	65.7 ± 1.3
Not stated (h)	70.3 ± 2.0	87.8 ± 2.6	74.5 ± 2.4	72.9 ± 3.6	70.6 ± 4.3	71.2 ± 6.0	76.8 ± 5.9	27.6 ± 9.5	72.5 ± 1.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.97. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.74. Data for narrative writing were included in earlier reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.93

Table 4A.93 Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	365.4 ± 3.6	389.5 ± 5.2	349.3 ± 6.0	316.7 ± 7.8	325.3 ± 12.7	371.8 ± 8.4	369.9 ± 17.2	233.1 ± 17.8	340.7 ± 4.3
Non-Indigenous students	425.3 ± 1.5	430.4 ± 1.4	410.8 ± 2.0	412.5 ± 2.3	404.9 ± 3.0	405.6 ± 5.0	422.6 ± 5.4	387.5 ± 8.3	420.0 ± 0.9
All students	422.2 ± 1.6	429.7 ± 1.5	406.2 ± 2.2	405.3 ± 2.7	401.2 ± 3.2	402.9 ± 4.9	421.0 ± 5.6	319.8 ± 19.2	415.6 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students	424.8 ± 3.8	446.6 ± 6.2	411.2 ± 5.0	380.1 ± 7.6	386.8 ± 12.7	427.5 ± 8.6	443.8 ± 13.2	293.0 ± 20.2	400.2 ± 5.0
Non-Indigenous students	486.9 ± 1.6	490.4 ± 1.4	474.4 ± 1.9	477.7 ± 2.3	468.2 ± 3.0	468.4 ± 4.8	487.2 ± 5.1	461.3 ± 7.3	482.4 ± 0.8
All students	483.7 ± 1.7	489.7 ± 1.4	469.8 ± 2.1	470.4 ± 2.6	464.6 ± 3.2	464.9 ± 4.9	486.1 ± 5.1	385.9 ± 21.8	477.9 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students	452.0 ± 4.6	467.2 ± 9.1	457.4 ± 5.5	426.6 ± 8.7	441.2 ± 11.0	470.2 ± 9.7	478.9 ± 19.3	317.8 ± 27.9	437.4 ± 5.3
Non-Indigenous students	520.0 ± 2.8	525.3 ± 2.7	519.2 ± 2.1	524.6 ± 3.1	520.5 ± 3.2	507.9 ± 6.9	528.3 ± 7.3	499.6 ± 11.9	521.4 ± 1.3
All students	516.6 ± 2.9	524.4 ± 2.7	514.9 ± 2.2	517.6 ± 3.5	517.1 ± 3.4	505.6 ± 7.2	526.7 ± 7.5	418.4 ± 30.0	517.0 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students	475.9 ± 4.9	504.4 ± 6.6	487.9 ± 6.7	459.0 ± 10.9	481.1 ± 10.1	493.7 ± 12.2	511.9 ± 21.8	364.9 ± 26.2	471.0 ± 4.3
Non-Indigenous students	558.1 ± 3.6	565.0 ± 3.5	552.8 ± 3.6	561.6 ± 5.2	553.6 ± 6.3	547.5 ± 8.7	571.5 ± 11.0	540.4 ± 16.5	558.7 ± 1.8
All students	553.7 ± 3.7	564.0 ± 3.5	548.6 ± 3.8	554.4 ± 5.7	551.0 ± 6.6	541.2 ± 9.2	569.9 ± 11.2	470.1 ± 27.8	554.1 ± 1.9

TABLE 4A.93

Table 4A.93 Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	422.2 ± 1.6	429.7 ± 1.5	406.2 ± 2.2	405.3 ± 2.7	401.2 ± 3.2	402.9 ± 4.9	421.0 ± 5.6	319.8 ± 19.2	415.6 ± 1.0
Compared to										
<i>NSW</i>	422.2 ± 1.6	..	■	△	△	△	△	■	▲	■
<i>Vic</i>	429.7 ± 1.5	■	..	△	△	△	△	■	▲	△
<i>Qld</i>	406.2 ± 2.2	▽	▽	..	■	■	■	▽	▲	■
<i>WA</i>	405.3 ± 2.7	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	401.2 ± 3.2	▽	▽	■	■	..	■	▽	▲	▽
<i>Tas</i>	402.9 ± 4.9	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	421.0 ± 5.6	■	■	△	△	△	△	..	▲	■
<i>NT</i>	319.8 ± 19.2	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	415.6 ± 1.0	■	▽	■	■	△	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	483.7 ± 1.7	489.7 ± 1.4	469.8 ± 2.1	470.4 ± 2.6	464.6 ± 3.2	464.9 ± 4.9	486.1 ± 5.1	385.9 ± 21.8	477.9 ± 1.0
Compared to										
<i>NSW</i>	483.7 ± 1.7	..	■	■	■	△	△	■	▲	■
<i>Vic</i>	489.7 ± 1.4	■	..	△	△	△	△	■	▲	■
<i>Qld</i>	469.8 ± 2.1	■	▽	..	■	■	■	▽	▲	■
<i>WA</i>	470.4 ± 2.6	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	464.6 ± 3.2	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	464.9 ± 4.9	▽	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	486.1 ± 5.1	■	■	△	△	△	△	..	▲	■
<i>NT</i>	385.9 ± 21.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	477.9 ± 1.0	■	■	■	■	■	■	■	▲	..

TABLE 4A.93

Table 4A.93 Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	516.6 ± 2.9	524.4 ± 2.7	514.9 ± 2.2	517.6 ± 3.5	517.1 ± 3.4	505.6 ± 7.2	526.7 ± 7.5	418.4 ± 30.0	517.0 ± 1.4
Compared to										
<i>NSW</i>	516.6 ± 2.9	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	524.4 ± 2.7	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	514.9 ± 2.2	■	■	..	■	■	■	■	▲	■
<i>WA</i>	517.6 ± 3.5	■	■	■	..	■	■	■	▲	■
<i>SA</i>	517.1 ± 3.4	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	505.6 ± 7.2	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	526.7 ± 7.5	■	■	■	■	■	△	..	▲	■
<i>NT</i>	418.4 ± 30.0	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	517.0 ± 1.4	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	553.7 ± 3.7	564.0 ± 3.5	548.6 ± 3.8	554.4 ± 5.7	551.0 ± 6.6	541.2 ± 9.2	569.9 ± 11.2	470.1 ± 27.8	554.1 ± 1.9
Compared to										
<i>NSW</i>	553.7 ± 3.7	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	564.0 ± 3.5	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	548.6 ± 3.8	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	554.4 ± 5.7	■	■	■	..	■	■	■	▲	■
<i>SA</i>	551.0 ± 6.6	■	■	■	■	..	■	▽	▲	■
<i>Tas</i>	541.2 ± 9.2	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	569.9 ± 11.2	■	■	△	■	△	△	..	▲	■
<i>NT</i>	470.1 ± 27.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	554.1 ± 1.9	■	■	■	■	■	■	■	▲	..

Table 4A.93 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.97. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.75.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.
- .. Not applicable.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.94

Table 4A.94 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	378.7 ± 4.4	394.7 ± 7.4	359.6 ± 6.0	340.2 ± 7.6	349.6 ± 10.9	370.4 ± 11.4	369.8 ± 17.6	..	366.0 ± 3.1
Provincial	356.5 ± 5.2	384.9 ± 6.9	359.5 ± 7.4	336.9 ± 12.1	329.0 ± 12.9	375.0 ± 11.0	np	326.2 ± 17.8	356.1 ± 3.7
Remote	328.3 ± 18.7	np	318.3 ± 19.1	307.4 ± 18.2	np	np	..	271.2 ± 25.6	304.2 ± 11.1
Very remote	326.8 ± 26.4	..	296.4 ± 26.2	266.6 ± 16.7	209.3 ± 47.9	np	..	186.7 ± 14.9	241.1 ± 15.4
Total	365.4 ± 3.6	389.5 ± 5.2	349.3 ± 6.0	316.7 ± 7.8	325.3 ± 12.7	371.8 ± 8.4	369.9 ± 17.2	233.1 ± 17.8	340.7 ± 4.3
Non-Indigenous students									
Metropolitan	431.0 ± 1.7	434.9 ± 1.7	414.9 ± 2.6	417.5 ± 2.7	409.0 ± 3.6	408.3 ± 8.0	422.6 ± 5.4	..	425.4 ± 1.0
Provincial	404.9 ± 2.3	415.3 ± 2.4	401.0 ± 2.7	398.1 ± 4.2	394.5 ± 5.2	404.3 ± 6.4	np	388.3 ± 10.3	404.8 ± 1.3
Remote	401.9 ± 14.8	416.1 ± 23.0	404.7 ± 9.2	395.5 ± 7.6	390.4 ± 11.1	373.7 ± 40.1	..	384.5 ± 17.6	396.6 ± 4.9
Very remote	408.0 ± 24.8	..	386.1 ± 15.9	398.6 ± 13.0	388.0 ± 21.9	np	..	386.7 ± 13.0	392.1 ± 8.0
Total	425.3 ± 1.5	430.4 ± 1.4	410.8 ± 2.0	412.5 ± 2.3	404.9 ± 3.0	405.6 ± 5.0	422.6 ± 5.4	387.5 ± 8.3	420.0 ± 0.9
All students									
Metropolitan	429.4 ± 1.8	434.5 ± 1.7	412.1 ± 2.7	414.1 ± 2.9	407.0 ± 3.8	406.3 ± 7.9	421.0 ± 5.6	..	423.5 ± 1.1
Provincial	399.2 ± 2.6	414.3 ± 2.4	397.1 ± 2.8	392.9 ± 4.7	390.0 ± 5.5	401.1 ± 6.2	np	377.3 ± 12.0	400.6 ± 1.4
Remote	374.1 ± 19.0	415.7 ± 22.7	383.7 ± 13.7	375.8 ± 11.8	387.1 ± 12.6	366.8 ± 48.5	..	333.5 ± 27.6	373.5 ± 7.3
Very remote	371.1 ± 32.7	..	330.6 ± 22.8	323.9 ± 21.6	294.6 ± 54.2	np	..	214.0 ± 29.6	291.3 ± 16.7
Total	422.2 ± 1.6	429.7 ± 1.5	406.2 ± 2.2	405.3 ± 2.7	401.2 ± 3.2	402.9 ± 4.9	421.0 ± 5.6	319.8 ± 19.2	415.6 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	441.0 ± 4.1	457.4 ± 6.6	423.4 ± 5.8	405.3 ± 8.6	413.0 ± 9.8	424.2 ± 14.3	447.4 ± 12.5	..	429.6 ± 3.0
Provincial	413.0 ± 5.7	437.7 ± 8.9	414.7 ± 6.8	395.6 ± 12.4	386.3 ± 16.3	429.1 ± 10.7	np	390.9 ± 18.9	412.6 ± 3.7
Remote	396.6 ± 20.6	np	379.3 ± 23.0	361.9 ± 17.8	np	np	..	357.9 ± 18.8	371.8 ± 10.7

TABLE 4A.94

Table 4A.94 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	356.7 ± 60.3	..	366.1 ± 18.8	340.8 ± 16.6	291.3 ± 36.5	np	..	245.5 ± 16.0	300.6 ± 16.7
Total	424.8 ± 3.8	446.6 ± 6.2	411.2 ± 5.0	380.1 ± 7.6	386.8 ± 12.7	427.5 ± 8.6	443.8 ± 13.2	293.0 ± 20.2	400.2 ± 5.0
Non-Indigenous students									
Metropolitan	492.6 ± 1.8	495.0 ± 1.6	478.8 ± 2.4	482.1 ± 2.6	473.1 ± 3.6	472.5 ± 7.9	487.2 ± 5.1	..	487.7 ± 1.0
Provincial	467.6 ± 2.2	475.7 ± 2.2	464.2 ± 2.5	465.0 ± 4.2	455.1 ± 4.8	465.2 ± 6.1	np	460.2 ± 8.8	467.5 ± 1.2
Remote	445.7 ± 16.5	462.4 ± 15.2	459.7 ± 6.9	464.9 ± 7.8	458.6 ± 13.8	465.3 ± 16.5	..	467.5 ± 14.0	461.2 ± 4.6
Very remote	459.3 ± 17.9	..	461.4 ± 13.1	457.2 ± 11.2	452.6 ± 37.3	np	..	453.9 ± 22.6	458.3 ± 7.9
Total	486.9 ± 1.6	490.4 ± 1.4	474.4 ± 1.9	477.7 ± 2.3	468.2 ± 3.0	468.4 ± 4.8	487.2 ± 5.1	461.3 ± 7.3	482.4 ± 0.8
All students									
Metropolitan	491.0 ± 1.8	494.7 ± 1.6	476.0 ± 2.6	478.9 ± 2.8	471.3 ± 3.7	469.1 ± 8.0	486.3 ± 5.1	..	485.9 ± 1.0
Provincial	461.6 ± 2.6	474.4 ± 2.3	459.6 ± 2.7	458.8 ± 4.7	450.6 ± 5.4	461.5 ± 6.0	np	447.1 ± 11.4	462.8 ± 1.4
Remote	427.7 ± 15.0	462.0 ± 15.0	440.4 ± 12.2	439.1 ± 13.6	455.5 ± 14.6	465.3 ± 19.9	..	427.1 ± 22.6	439.6 ± 6.8
Very remote	405.5 ± 46.0	..	406.3 ± 17.3	389.1 ± 20.2	365.1 ± 43.7	np	..	266.4 ± 30.9	349.8 ± 18.8
Total	483.7 ± 1.7	489.7 ± 1.4	469.8 ± 2.1	470.4 ± 2.6	464.6 ± 3.2	464.9 ± 4.9	486.1 ± 5.1	385.9 ± 21.8	477.9 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	467.8 ± 5.3	476.4 ± 15.9	467.8 ± 5.4	455.4 ± 10.5	461.5 ± 10.8	456.4 ± 17.6	478.9 ± 19.3	..	466.5 ± 3.3
Provincial	441.6 ± 6.4	457.7 ± 9.1	460.8 ± 6.6	448.7 ± 9.9	444.8 ± 16.5	477.9 ± 10.2	..	429.1 ± 19.6	450.0 ± 3.9
Remote	398.5 ± 25.0	np	429.2 ± 22.5	413.2 ± 20.0	np	np	..	352.2 ± 44.1	399.0 ± 19.7
Very remote	np	..	409.0 ± 31.0	375.4 ± 17.8	334.5 ± 33.9	np	..	261.3 ± 22.6	329.8 ± 20.6
Total	452.0 ± 4.6	467.2 ± 9.1	457.4 ± 5.5	426.6 ± 8.7	441.2 ± 11.0	470.2 ± 9.7	478.9 ± 19.3	317.8 ± 27.9	437.4 ± 5.3
Non-Indigenous students									
Metropolitan	526.8 ± 3.3	531.3 ± 3.0	524.0 ± 2.6	529.2 ± 3.8	525.2 ± 3.9	511.7 ± 13.7	528.3 ± 7.3	..	527.4 ± 1.5
Provincial	497.1 ± 3.5	506.1 ± 4.4	507.9 ± 2.7	511.1 ± 4.0	509.1 ± 4.8	505.1 ± 6.3	..	499.4 ± 12.3	504.4 ± 1.7

TABLE 4A.94

Table 4A.94 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	466.7 ± 18.4	507.0 ± 13.9	505.2 ± 6.8	512.8 ± 8.6	501.2 ± 11.4	493.3 ± 9.5	..	500.9 ± 36.4	504.2 ± 6.5
Very remote	502.4 ± 53.6	..	499.7 ± 14.8	506.8 ± 9.5	495.1 ± 18.9	np	..	496.2 ± 27.9	501.7 ± 7.9
Total	520.0 ± 2.8	525.3 ± 2.7	519.2 ± 2.1	524.6 ± 3.1	520.5 ± 3.2	507.9 ± 6.9	528.3 ± 7.3	499.6 ± 11.9	521.4 ± 1.3
All students									
Metropolitan	525.0 ± 3.4	530.7 ± 3.0	521.2 ± 2.7	526.4 ± 4.0	523.1 ± 4.0	509.5 ± 14.1	526.7 ± 7.5	..	525.5 ± 1.6
Provincial	491.1 ± 3.9	504.6 ± 4.5	503.9 ± 2.9	505.5 ± 4.4	505.2 ± 5.2	502.5 ± 6.4	..	484.7 ± 14.1	499.9 ± 1.9
Remote	437.5 ± 24.0	508.1 ± 13.1	489.0 ± 11.5	488.6 ± 13.9	497.2 ± 11.9	495.5 ± 8.8	..	437.7 ± 56.1	477.9 ± 11.9
Very remote	446.6 ± 76.6	..	447.6 ± 25.6	426.0 ± 23.6	415.9 ± 46.5	np	..	283.0 ± 33.6	383.5 ± 22.1
Total	516.6 ± 2.9	524.4 ± 2.7	514.9 ± 2.2	517.6 ± 3.5	517.1 ± 3.4	505.6 ± 7.2	526.7 ± 7.5	418.4 ± 30.0	517.0 ± 1.4
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	489.7 ± 7.3	515.1 ± 8.6	499.9 ± 8.9	484.0 ± 13.1	489.4 ± 13.4	481.9 ± 23.8	511.9 ± 21.8	..	494.6 ± 4.6
Provincial	467.8 ± 6.0	494.8 ± 9.5	487.8 ± 8.4	464.9 ± 14.7	479.1 ± 15.1	500.3 ± 13.8	..	449.9 ± 24.9	476.3 ± 4.5
Remote	433.9 ± 13.9	np	430.5 ± 43.3	436.3 ± 24.4	np	np	..	384.4 ± 35.2	422.0 ± 17.9
Very remote	np	..	432.1 ± 19.7	411.7 ± 40.1	np	np	..	292.9 ± 25.4	363.3 ± 24.3
Total	475.9 ± 4.9	504.4 ± 6.6	487.9 ± 6.7	459.0 ± 10.9	481.1 ± 10.1	493.7 ± 12.2	511.9 ± 21.8	364.9 ± 26.2	471.0 ± 4.3
Non-Indigenous students									
Metropolitan	565.6 ± 4.3	571.5 ± 4.0	559.2 ± 4.5	567.0 ± 6.3	561.0 ± 7.7	554.6 ± 14.3	571.5 ± 11.0	..	565.6 ± 2.2
Provincial	533.1 ± 4.4	545.0 ± 5.3	537.5 ± 4.4	544.2 ± 7.5	534.3 ± 8.4	542.7 ± 10.8	..	542.6 ± 18.5	538.8 ± 2.4
Remote	506.2 ± 14.7	558.4 ± 8.2	518.7 ± 13.0	545.0 ± 11.7	528.3 ± 16.9	np	..	532.6 ± 42.6	531.1 ± 9.8
Very remote	534.6 ± 37.1	..	512.5 ± 15.1	550.9 ± 13.4	520.3 ± 33.2	np	..	530.7 ± 32.4	529.4 ± 12.1
Total	558.1 ± 3.6	565.0 ± 3.5	552.8 ± 3.6	561.6 ± 5.2	553.6 ± 6.3	547.5 ± 8.7	571.5 ± 11.0	540.4 ± 16.5	558.7 ± 1.8
All students									
Metropolitan	563.1 ± 4.4	571.0 ± 4.1	556.3 ± 4.7	563.3 ± 6.5	559.1 ± 8.1	547.4 ± 15.2	569.9 ± 11.2	..	563.3 ± 2.2

TABLE 4A.94

Table 4A.94 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	526.0 ± 4.8	543.3 ± 5.3	533.1 ± 4.7	537.2 ± 9.2	531.4 ± 8.8	537.0 ± 11.1	..	522.8 ± 19.3	533.5 ± 2.6
Remote	472.0 ± 17.8	558.4 ± 8.2	494.4 ± 23.0	514.9 ± 21.9	528.2 ± 19.4	np	..	465.7 ± 52.6	500.2 ± 14.5
Very remote	453.2 ± 84.1	..	469.2 ± 22.0	462.6 ± 40.0	475.2 ± 31.0	np	..	312.3 ± 32.6	418.3 ± 24.5
Total	553.7 ± 3.7	564.0 ± 3.5	548.6 ± 3.8	554.4 ± 5.7	551.0 ± 6.6	541.2 ± 9.2	569.9 ± 11.2	470.1 ± 27.8	554.1 ± 1.9

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.97. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.76. Data for narrative writing were included in earlier reports.

.. Not applicable. **np** Not published.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.95

Table 4A.95 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	447.4 ± 1.5	447.0 ± 1.4	436.1 ± 2.0	433.5 ± 2.3	429.6 ± 2.7	435.3 ± 6.3	435.6 ± 5.2	402.5 ± 10.3	442.0 ± 0.9
Advanced diploma/diploma	425.2 ± 1.7	428.0 ± 1.7	411.4 ± 2.2	414.8 ± 2.8	408.1 ± 3.6	407.9 ± 6.6	411.8 ± 7.5	382.9 ± 11.1	420.3 ± 1.0
Certificate I to IV (e)	406.8 ± 1.6	416.5 ± 1.6	397.6 ± 2.0	399.1 ± 2.8	393.8 ± 3.3	398.9 ± 4.6	400.6 ± 8.9	358.2 ± 12.4	404.5 ± 0.9
Year 12 or equivalent	411.2 ± 2.3	421.9 ± 2.4	394.4 ± 2.7	400.5 ± 3.3	395.1 ± 4.5	397.6 ± 8.5	403.0 ± 8.9	356.2 ± 16.1	406.4 ± 1.3
Year 11 or equivalent or below	378.6 ± 2.6	398.7 ± 2.5	365.1 ± 3.7	366.5 ± 4.6	362.6 ± 5.3	369.6 ± 6.5	368.7 ± 16.3	270.2 ± 20.1	375.7 ± 1.6
Not stated (f)	409.1 ± 4.9	435.2 ± 6.8	387.2 ± 4.2	378.4 ± 6.3	378.9 ± 7.3	396.1 ± 14.0	423.0 ± 14.5	240.2 ± 34.6	388.2 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	446.9 ± 1.6	448.4 ± 1.6	435.8 ± 2.1	432.7 ± 2.6	429.4 ± 3.2	434.1 ± 6.4	434.7 ± 6.3	398.6 ± 10.3	441.4 ± 0.9
Other business managers and associate professionals	432.3 ± 1.5	436.1 ± 1.5	419.2 ± 2.0	418.9 ± 2.7	414.3 ± 3.1	417.0 ± 5.3	420.8 ± 5.5	382.0 ± 12.4	427.6 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	416.5 ± 1.7	425.4 ± 1.7	402.9 ± 2.1	405.9 ± 2.8	401.2 ± 3.5	405.2 ± 5.4	415.2 ± 8.5	365.2 ± 10.8	412.8 ± 1.0
Machine operators, hospitality staff, assistants, labourers	403.1 ± 2.2	414.2 ± 1.9	384.8 ± 3.0	390.9 ± 3.8	387.7 ± 4.2	387.1 ± 5.7	385.5 ± 14.5	315.9 ± 20.8	399.5 ± 1.3
Not in paid work in previous 12 months	385.2 ± 2.8	403.0 ± 2.7	367.3 ± 4.4	368.3 ± 5.7	369.3 ± 7.1	363.7 ± 9.0	388.2 ± 11.8	255.7 ± 20.6	383.7 ± 1.9
Not stated (h)	397.8 ± 3.4	439.6 ± 7.1	386.4 ± 3.3	382.9 ± 4.7	375.6 ± 5.6	388.6 ± 11.1	409.2 ± 8.5	235.5 ± 24.2	386.9 ± 2.5
Year 5									
Parental education (d)									
Bachelor degree or above	511.5 ± 1.7	509.6 ± 1.3	499.8 ± 2.0	500.7 ± 2.4	495.2 ± 3.2	498.6 ± 5.9	502.4 ± 4.9	476.5 ± 8.2	506.2 ± 0.9
Advanced diploma/diploma	487.1 ± 1.5	488.6 ± 1.7	476.5 ± 2.2	479.0 ± 2.5	472.4 ± 3.3	479.1 ± 5.8	479.0 ± 6.0	454.4 ± 9.1	483.1 ± 0.9
Certificate I to IV (e)	469.3 ± 1.4	476.7 ± 1.4	460.5 ± 2.0	464.8 ± 2.4	456.4 ± 3.0	461.4 ± 4.7	462.6 ± 7.1	432.9 ± 12.1	467.2 ± 0.8

TABLE 4A.95

Table 4A.95 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	474.8 ± 2.2	482.6 ± 2.3	460.4 ± 2.7	463.3 ± 3.4	461.5 ± 4.5	455.5 ± 9.4	471.5 ± 8.4	428.8 ± 16.6	470.4 ± 1.3
Year 11 or equivalent or below	442.2 ± 2.4	460.9 ± 2.2	431.8 ± 3.1	433.5 ± 4.2	428.7 ± 5.2	431.2 ± 6.0	446.1 ± 11.1	350.1 ± 18.7	440.9 ± 1.5
Not stated (f)	469.8 ± 3.7	493.9 ± 5.6	454.7 ± 4.1	445.2 ± 5.9	445.9 ± 6.1	456.7 ± 12.4	481.5 ± 10.0	305.2 ± 40.2	453.6 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	510.2 ± 1.8	510.6 ± 1.5	499.4 ± 2.1	500.0 ± 2.8	494.8 ± 3.6	498.7 ± 5.9	501.4 ± 6.6	470.8 ± 9.7	505.2 ± 1.0
Other business managers and associate professionals	494.2 ± 1.5	496.6 ± 1.5	482.3 ± 2.0	482.3 ± 2.4	478.2 ± 2.8	478.5 ± 5.3	489.3 ± 4.4	456.2 ± 11.7	489.7 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	478.1 ± 1.6	484.1 ± 1.4	466.5 ± 1.9	469.8 ± 2.5	464.4 ± 3.4	465.7 ± 4.9	471.9 ± 8.0	436.7 ± 9.5	474.7 ± 0.9
Machine operators, hospitality staff, assistants, labourers	465.4 ± 2.1	474.2 ± 1.8	447.4 ± 2.5	455.8 ± 3.6	448.8 ± 3.8	447.4 ± 5.7	466.8 ± 10.5	394.8 ± 20.7	461.5 ± 1.2
Not in paid work in previous 12 months	446.9 ± 2.8	464.6 ± 2.5	431.9 ± 4.5	437.0 ± 5.8	430.1 ± 7.4	424.0 ± 7.4	451.1 ± 12.9	339.0 ± 19.3	447.1 ± 1.8
Not stated (h)	461.4 ± 3.1	499.7 ± 6.2	451.3 ± 3.2	446.7 ± 4.7	441.6 ± 5.3	451.0 ± 10.6	474.1 ± 7.4	300.8 ± 29.5	451.1 ± 2.8
Year 7									
Parental education (d)									
Bachelor degree or above	550.3 ± 3.2	550.1 ± 2.5	548.0 ± 2.4	550.4 ± 3.5	549.3 ± 3.8	545.5 ± 8.9	546.6 ± 6.7	520.6 ± 15.3	549.4 ± 1.4
Advanced diploma/diploma	520.8 ± 2.3	523.1 ± 2.4	520.8 ± 2.0	524.9 ± 3.2	526.8 ± 3.9	519.0 ± 5.5	515.2 ± 7.8	495.9 ± 15.5	521.9 ± 1.2
Certificate I to IV (e)	499.3 ± 2.2	508.1 ± 2.3	505.4 ± 1.9	509.2 ± 2.9	507.8 ± 3.3	498.0 ± 5.3	503.7 ± 7.8	466.5 ± 11.2	503.9 ± 1.1
Year 12 or equivalent	506.2 ± 3.1	519.0 ± 5.2	506.3 ± 2.7	510.8 ± 4.0	512.5 ± 4.4	491.2 ± 10.3	507.5 ± 9.2	470.2 ± 20.2	509.9 ± 1.9
Year 11 or equivalent or below	470.8 ± 3.2	489.0 ± 3.1	477.1 ± 3.0	480.4 ± 4.6	485.1 ± 4.4	473.4 ± 7.7	472.5 ± 13.0	385.6 ± 25.7	477.4 ± 1.7
Not stated (f)	506.9 ± 7.4	536.3 ± 7.2	499.0 ± 3.6	494.8 ± 6.5	502.9 ± 5.6	509.2 ± 11.7	520.6 ± 11.4	321.7 ± 52.9	499.2 ± 4.0

TABLE 4A.95

Table 4A.95 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	547.8 ± 3.1	550.8 ± 2.9	546.4 ± 2.7	547.7 ± 3.9	547.7 ± 4.3	542.2 ± 10.5	545.2 ± 7.2	513.0 ± 14.9	547.6 ± 1.5
Other business managers and associate professionals	527.8 ± 2.5	532.9 ± 2.5	527.2 ± 2.0	528.7 ± 3.3	529.2 ± 3.4	518.6 ± 5.7	527.2 ± 7.9	491.6 ± 13.8	528.7 ± 1.2
Tradespeople, clerks, skilled office, sales and service staff	509.4 ± 2.3	518.4 ± 2.3	510.1 ± 1.9	515.1 ± 3.0	517.7 ± 3.3	503.7 ± 5.3	510.7 ± 11.5	477.0 ± 12.5	512.6 ± 1.2
Machine operators, hospitality staff, assistants, labourers	492.9 ± 3.1	502.9 ± 2.9	491.3 ± 2.7	498.8 ± 4.0	501.4 ± 3.5	485.5 ± 6.6	498.2 ± 12.1	418.1 ± 25.0	495.7 ± 1.5
Not in paid work in previous 12 months	472.1 ± 3.8	491.8 ± 3.8	476.7 ± 4.2	478.5 ± 6.4	483.5 ± 7.2	466.2 ± 10.2	501.0 ± 18.9	362.5 ± 33.2	479.5 ± 2.2
Not stated (h)	494.4 ± 6.3	539.6 ± 7.8	496.4 ± 3.2	495.3 ± 5.4	495.5 ± 5.2	500.5 ± 10.7	509.6 ± 9.8	314.9 ± 35.0	494.9 ± 3.3
Year 9									
Parental education (d)									
Bachelor degree or above	597.7 ± 3.9	598.0 ± 3.4	588.0 ± 4.1	593.6 ± 5.6	591.4 ± 6.4	591.4 ± 7.8	595.9 ± 9.4	560.0 ± 18.1	594.8 ± 1.9
Advanced diploma/diploma	562.3 ± 3.1	565.9 ± 3.0	555.8 ± 3.2	565.3 ± 4.1	562.2 ± 5.2	556.2 ± 7.4	559.7 ± 11.6	531.7 ± 20.8	561.9 ± 1.5
Certificate I to IV (e)	534.9 ± 2.9	545.4 ± 2.9	538.5 ± 2.8	545.6 ± 4.1	539.7 ± 5.6	537.2 ± 7.1	541.2 ± 11.8	504.6 ± 16.4	539.5 ± 1.5
Year 12 or equivalent	546.1 ± 3.6	555.5 ± 4.9	540.2 ± 3.5	545.1 ± 5.4	545.2 ± 7.2	538.2 ± 13.4	548.3 ± 14.7	493.2 ± 24.2	546.6 ± 2.1
Year 11 or equivalent or below	500.1 ± 3.8	523.7 ± 3.5	507.4 ± 3.8	508.3 ± 6.8	511.1 ± 6.7	499.1 ± 10.0	505.4 ± 19.7	427.7 ± 28.8	508.4 ± 2.0
Not stated (f)	532.6 ± 6.2	574.7 ± 7.3	532.8 ± 8.5	530.1 ± 11.4	535.0 ± 9.6	529.4 ± 11.3	559.5 ± 16.2	395.9 ± 59.8	533.5 ± 4.3
Parental occupation (g)									
Senior management and qualified professionals	594.9 ± 3.7	599.5 ± 3.7	586.7 ± 4.6	590.2 ± 5.6	590.7 ± 6.5	588.9 ± 7.7	592.8 ± 11.9	554.2 ± 21.7	592.8 ± 2.0

Table 4A.95 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other business managers and associate professionals	568.9 ± 3.2	574.8 ± 3.2	562.0 ± 2.9	567.2 ± 4.6	566.3 ± 5.3	560.3 ± 7.0	567.9 ± 10.8	535.0 ± 15.0	568.2 ± 1.6
Tradespeople, clerks, skilled office, sales and service staff	544.9 ± 3.1	555.6 ± 3.1	540.2 ± 2.7	548.5 ± 4.0	547.5 ± 5.3	544.5 ± 7.6	556.7 ± 17.3	505.0 ± 16.5	547.2 ± 1.5
Machine operators, hospitality staff, assistants, labourers	526.8 ± 4.0	538.5 ± 3.4	520.8 ± 3.8	527.0 ± 5.9	527.3 ± 5.4	513.1 ± 8.2	526.9 ± 14.3	462.9 ± 27.1	528.6 ± 2.0
Not in paid work in previous 12 months	503.9 ± 4.6	527.9 ± 4.6	505.4 ± 6.2	499.9 ± 11.6	510.2 ± 10.6	486.1 ± 12.1	543.2 ± 17.4	403.5 ± 33.8	512.0 ± 2.8
Not stated (h)	523.7 ± 5.6	578.7 ± 8.9	530.5 ± 7.1	527.9 ± 9.6	522.4 ± 8.7	521.2 ± 12.2	542.3 ± 12.6	379.5 ± 36.4	527.5 ± 3.7

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.97. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.77. Data for narrative writing were included in earlier reports.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.96 **Participation rate in persuasive writing assessment, 2013, by Indigenous status (per cent)**
(a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	94.7	88.1	90.5	85.4	83.7	96.3	85.6	80.3	89.7
Non-Indigenous students	97.4	94.6	94.3	95.8	93.9	97.1	93.4	95.1	95.5
All students	97.2	94.2	94.0	94.8	93.3	96.1	93.2	88.4	95.1
Year 5									
Aboriginal and Torres Strait Islander students	94.6	87.9	92.0	85.1	84.0	95.8	91.5	79.7	90.0
Non-Indigenous students	97.7	95.4	94.9	96.4	94.4	97.4	95.1	95.3	96.1
All students	97.5	95.0	94.6	95.5	93.9	96.4	95.0	88.2	95.7
Year 7									
Aboriginal and Torres Strait Islander students	91.7	86.7	91.4	83.2	86.0	93.3	85.3	75.4	88.1
Non-Indigenous students	97.4	95.4	95.2	96.8	94.9	95.8	95.1	96.4	96.1
All students	97.1	95.2	94.9	95.7	94.4	95.0	94.8	86.8	95.6
Year 9									
Aboriginal and Torres Strait Islander students	81.2	75.5	82.2	68.7	69.0	82.8	78.4	62.1	77.2
Non-Indigenous students	95.3	92.2	91.6	94.6	91.8	93.6	91.7	94.2	93.3
All students	94.5	91.8	90.9	92.7	90.7	92.0	91.3	81.1	92.4

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

Table 4A.96 **Participation rate in persuasive writing assessment, 2013, by Indigenous status (per cent)**
(a), (b), (c)

-
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (c) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.78. Data for narrative writing were included in earlier reports.

Source: ACARA (2013) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.97 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	7.2	2.3	1.6	4.3	1.7	2.3	1.6	2.7
Absent	3.8	5.6	5.7	13.2	8.9	2.7	3.8	18.7	7.5
Withdrawn	1.5	6.3	3.8	1.4	7.3	1.0	10.6	0.9	2.8
Assessed	91.9	80.9	88.2	83.8	79.5	94.6	83.3	78.8	87.0
Non-Indigenous students									
Exempt	1.5	2.6	1.5	1.2	2.1	1.5	2.3	1.9	1.8
Absent	1.6	2.8	2.3	2.5	2.6	2.1	2.3	2.1	2.2
Withdrawn	1.1	2.5	3.4	1.7	3.5	0.8	4.3	2.8	2.2
Assessed	95.8	92.1	92.8	94.6	91.8	95.6	91.1	93.2	93.8
All students									
Exempt	1.6	2.9	1.5	1.3	2.3	1.5	2.3	1.8	1.9
Absent	1.7	3.0	2.6	3.4	2.9	2.1	2.4	9.6	2.6
Withdrawn	1.2	2.7	3.4	1.8	3.7	1.8	4.5	2.1	2.3
Assessed	95.5	91.4	92.5	93.5	91.1	94.6	90.8	86.5	93.2
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	2.6	5.5	2.9	1.2	3.4	2.7	3.4	2.2	2.7
Absent	4.1	7.4	4.8	13.4	10.6	3.3	3.4	19.4	7.7
Withdrawn	1.3	4.7	3.2	1.5	5.4	0.8	5.1	0.9	2.3
Assessed	92.0	82.4	89.1	83.9	80.6	93.2	88.1	77.5	87.3
Non-Indigenous students									
Exempt	1.5	2.6	1.6	1.2	2.0	1.5	2.1	2.7	1.8
Absent	1.5	2.6	2.4	2.3	2.5	2.0	2.2	2.2	2.2
Withdrawn	0.8	1.9	2.7	1.3	3.1	0.6	2.7	2.5	1.7
Assessed	96.2	92.9	93.3	95.2	92.4	95.9	93.0	92.6	94.3
All students									
Exempt	1.6	2.8	1.7	1.2	2.1	1.6	2.1	2.4	1.9
Absent	1.6	2.9	2.6	3.2	2.9	2.1	2.3	9.9	2.5
Withdrawn	0.8	2.1	2.8	1.3	3.2	1.5	2.8	1.9	1.8
Assessed	96.0	92.2	92.9	94.3	91.8	94.8	92.8	85.8	93.8
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.9	3.5	3.2	1.6	3.0	3.3	2.6	3.0	2.9
Absent	7.5	11.8	5.9	15.4	9.3	6.1	6.9	23.6	10.1
Withdrawn	0.8	1.5	2.7	1.4	4.7	0.6	7.8	1.0	1.7
Assessed	88.8	83.2	88.2	81.6	83.0	90.0	82.7	72.4	85.3
Non-Indigenous students									

Table 4A.97 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Exempt	1.3	2.0	1.6	1.2	1.6	1.0	2.3	2.2	1.6
Absent	2.2	3.5	2.4	2.2	2.8	3.9	2.3	2.7	2.7
Withdrawn	0.4	1.0	2.4	1.0	2.3	0.3	2.6	1.0	1.2
Assessed	96.1	93.5	93.6	95.6	93.3	94.8	92.8	94.1	94.5
All students									
Exempt	1.4	2.1	1.7	1.2	1.7	1.3	2.3	2.5	1.6
Absent	2.5	3.8	2.7	3.3	3.1	4.0	2.4	12.1	3.1
Withdrawn	0.5	1.1	2.5	1.1	2.5	1.0	2.8	1.0	1.3
Assessed	95.6	93.0	93.1	94.4	92.7	93.7	92.5	84.4	94.0
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.2	5.1	2.4	2.1	4.0	1.9	4.0	3.2	2.7
Absent	17.8	20.5	13.3	30.2	24.8	16.7	15.2	36.1	20.3
Withdrawn	1.0	3.9	4.5	1.0	6.2	0.4	6.4	1.8	2.6
Assessed	79.0	70.5	79.8	66.7	65.0	81.0	74.4	58.9	74.4
Non-Indigenous students									
Exempt	1.3	2.0	1.5	1.2	1.8	1.3	1.5	2.3	1.6
Absent	4.1	6.4	4.7	4.6	5.9	6.0	5.0	5.1	5.1
Withdrawn	0.6	1.4	3.7	0.8	2.3	0.4	3.4	0.7	1.6
Assessed	94.0	90.2	90.1	93.4	90.0	92.3	90.1	91.9	91.7
All students									
Exempt	1.3	2.2	1.6	1.4	1.9	1.4	1.6	2.7	1.6
Absent	4.9	6.7	5.3	6.4	6.8	7.0	5.3	17.8	5.9
Withdrawn	0.6	1.5	3.8	0.9	2.5	1.1	3.5	1.2	1.7
Assessed	93.2	89.6	89.3	91.3	88.8	90.5	89.6	78.3	90.8

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (d) Data for persuasive writing for 2011 and 2012 were included in the 2013 and 2014 Reports. Data for 2014 are in table 4A.79. Data for narrative writing were included in earlier reports.

Source: ACARA (2013) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.98 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	429.2 ± 1.5	424.3 ± 1.5	422.2 ± 1.6	■	■
At or above NMS	%	96.5 ± 0.3	96.3 ± 0.3	96.0 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	370.6 ± 4.0	367.3 ± 3.9	365.4 ± 3.6	■	■
At or above NMS	%	88.1 ± 1.3	87.4 ± 1.8	88.0 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	432.1 ± 1.4	427.3 ± 1.4	425.3 ± 1.5	■	■
At or above NMS	%	96.9 ± 0.2	96.7 ± 0.2	96.5 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	96.7 ± 0.4	96.2 ± 0.4	96.2 ± 0.4	■	■
Male students						
At or above NMS	%	95.0 ± 0.4	94.6 ± 0.4	94.4 ± 0.4	■	■
Female students						
At or above NMS	%	98.0 ± 0.2	98.0 ± 0.2	97.8 ± 0.2	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	492.6 ± 1.5	485.6 ± 1.6	483.7 ± 1.7	■	■
At or above NMS	%	95.0 ± 0.3	93.8 ± 0.4	93.1 ± 0.4	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	436.2 ± 3.5	428.6 ± 4.0	424.8 ± 3.8	■	■
At or above NMS	%	81.8 ± 1.7	78.7 ± 1.9	76.5 ± 2.0	■	■
Non-Indigenous students						
Mean scale score	no.	495.1 ± 1.5	488.5 ± 1.5	486.9 ± 1.6	■	■
At or above NMS	%	95.7 ± 0.3	94.6 ± 0.3	94.0 ± 0.4	▽	■
LBOTE students (d)						
At or above NMS	%	96.0 ± 0.4	95.0 ± 0.5	94.4 ± 0.5	▽	■
Male students						
At or above NMS	%	92.9 ± 0.4	91.2 ± 0.5	89.9 ± 0.6	▽	■
Female students						
At or above NMS	%	97.3 ± 0.2	96.6 ± 0.3	96.5 ± 0.3	■	■

Table 4A.98 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	527.5 ± 3.0	520.3 ± 3.0	516.6 ± 2.9	■	■
At or above NMS	%	92.1 ± 0.6	90.2 ± 0.7	89.2 ± 0.7	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	464.0 ± 4.0	455.0 ± 4.2	452.0 ± 4.6	■	■
At or above NMS	%	72.5 ± 2.3	68.3 ± 2.2	66.9 ± 2.3	■	■
Non-Indigenous students						
Mean scale score	no.	530.4 ± 2.9	523.5 ± 2.9	520.0 ± 2.8	■	■
At or above NMS	%	93.0 ± 0.5	91.3 ± 0.6	90.4 ± 0.6	▽	■
LBOTE students (d)						
At or above NMS	%	93.7 ± 0.9	92.4 ± 0.9	91.7 ± 1.0	■	■
Male students						
At or above NMS	%	88.5 ± 0.9	85.8 ± 1.0	84.6 ± 1.1	▽	■
Female students						
At or above NMS	%	95.8 ± 0.4	94.7 ± 0.5	94.0 ± 0.5	▽	■
<i>Year 9</i>						
All students						
Mean scale score	no.	562.8 ± 3.6	556.4 ± 3.6	553.7 ± 3.7	■	■
At or above NMS	%	84.9 ± 1.0	81.5 ± 1.1	81.8 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	487.6 ± 4.6	479.7 ± 4.9	475.9 ± 4.9	■	■
At or above NMS	%	55.9 ± 2.5	51.5 ± 2.5	51.9 ± 2.8	■	■
Non-Indigenous students						
Mean scale score	no.	566.3 ± 3.5	560.4 ± 3.6	558.1 ± 3.6	■	■
At or above NMS	%	86.3 ± 0.9	83.1 ± 1.0	83.5 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	88.0 ± 1.4	85.1 ± 1.5	85.6 ± 1.5	■	■
Male students						
At or above NMS	%	79.1 ± 1.5	74.9 ± 1.5	74.8 ± 1.6	■	■
Female students						
At or above NMS	%	91.0 ± 0.8	88.6 ± 0.9	89.2 ± 0.9	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.98

Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.99 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	423.6 ± 1.4	428.1 ± 1.4	429.7 ± 1.5	■	■
At or above NMS	%	96.2 ± 0.3	96.1 ± 0.3	96.0 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	380.0 ± 5.5	389.0 ± 5.4	389.5 ± 5.2	■	■
At or above NMS	%	91.3 ± 2.3	90.5 ± 2.2	89.6 ± 2.3	■	■
Non-Indigenous students						
Mean scale score	no.	424.5 ± 1.4	429.6 ± 1.3	430.4 ± 1.4	■	■
At or above NMS	%	96.6 ± 0.3	96.6 ± 0.3	96.3 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	95.6 ± 0.6	95.2 ± 0.5	95.4 ± 0.6	■	■
Male students						
At or above NMS	%	94.9 ± 0.5	94.6 ± 0.5	94.3 ± 0.5	■	■
Female students						
At or above NMS	%	97.7 ± 0.3	97.7 ± 0.2	97.7 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	492.8 ± 1.5	488.7 ± 1.4	489.7 ± 1.4	■	■
At or above NMS	%	94.4 ± 0.4	94.5 ± 0.4	94.2 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	448.4 ± 5.5	442.0 ± 5.3	446.6 ± 6.2	■	■
At or above NMS	%	83.3 ± 3.1	81.7 ± 3.1	82.5 ± 3.0	■	■
Non-Indigenous students						
Mean scale score	no.	493.6 ± 1.5	489.9 ± 1.4	490.4 ± 1.4	■	■
At or above NMS	%	94.7 ± 0.4	95.0 ± 0.4	94.6 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	94.5 ± 0.6	94.2 ± 0.6	■	■
Male students						
At or above NMS	%	92.1 ± 0.6	92.1 ± 0.6	91.8 ± 0.6	■	■
Female students						
At or above NMS	%	96.8 ± 0.3	97.1 ± 0.3	96.8 ± 0.3	■	■

Table 4A.99 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	533.3 ± 3.1	525.5 ± 2.9	524.4 ± 2.7	■	■
At or above NMS	%	91.6 ± 0.7	91.8 ± 0.7	91.3 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	474.1 ± 7.2	475.0 ± 6.5	467.2 ± 9.1	■	■
At or above NMS	%	74.0 ± 3.7	76.9 ± 3.4	72.7 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	534.3 ± 3.0	526.6 ± 2.8	525.3 ± 2.7	■	■
At or above NMS	%	92.1 ± 0.7	92.2 ± 0.6	91.7 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	91.7 ± 1.1	92.3 ± 1.0	91.6 ± 1.0	■	■
Male students						
At or above NMS	%	87.8 ± 1.1	87.9 ± 1.0	87.2 ± 1.1	■	■
Female students						
At or above NMS	%	95.6 ± 0.5	95.8 ± 0.4	95.7 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	578.5 ± 3.9	566.3 ± 3.7	564.0 ± 3.5	■	■
At or above NMS	%	87.5 ± 0.9	85.9 ± 1.0	86.0 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	512.2 ± 7.0	512.3 ± 8.8	504.4 ± 6.6	■	■
At or above NMS	%	66.7 ± 4.6	66.2 ± 5.1	64.4 ± 3.8	■	■
Non-Indigenous students						
Mean scale score	no.	579.7 ± 3.8	567.6 ± 3.7	565.0 ± 3.5	■	■
At or above NMS	%	88.0 ± 0.9	86.4 ± 1.0	86.5 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	88.5 ± 1.4	86.6 ± 1.5	86.5 ± 1.5	■	■
Male students						
At or above NMS	%	82.5 ± 1.4	80.2 ± 1.5	80.2 ± 1.6	■	■
Female students						
At or above NMS	%	92.9 ± 0.7	91.9 ± 0.8	92.2 ± 0.7	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.99 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.100 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	404.1 ± 2.1	403.3 ± 2.0	406.2 ± 2.2	■	■
At or above NMS	%	94.3 ± 0.4	94.7 ± 0.4	94.3 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	349.9 ± 4.6	345.3 ± 5.9	349.3 ± 6.0	■	■
At or above NMS	%	84.0 ± 1.8	81.7 ± 2.5	82.1 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	408.9 ± 1.9	407.8 ± 1.8	410.8 ± 2.0	■	■
At or above NMS	%	95.3 ± 0.4	95.7 ± 0.3	95.3 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	91.0 ± 1.6	90.7 ± 2.0	90.5 ± 2.0	■	■
Male students						
At or above NMS	%	92.1 ± 0.6	92.7 ± 0.6	92.0 ± 0.6	■	■
Female students						
At or above NMS	%	96.7 ± 0.3	96.9 ± 0.3	96.7 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	470.9 ± 2.0	457.7 ± 2.1	469.8 ± 2.1	■	■
At or above NMS	%	90.2 ± 0.6	88.3 ± 0.7	90.0 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	416.5 ± 4.9	398.4 ± 6.4	411.2 ± 5.0	■	■
At or above NMS	%	72.1 ± 2.3	65.3 ± 3.3	69.7 ± 2.4	■	■
Non-Indigenous students						
Mean scale score	no.	475.6 ± 1.9	462.1 ± 2.0	474.4 ± 1.9	■	■
At or above NMS	%	91.7 ± 0.5	90.0 ± 0.6	91.6 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	85.6 ± 2.3	84.4 ± 3.0	86.3 ± 2.2	■	■
Male students						
At or above NMS	%	86.1 ± 0.9	84.2 ± 1.0	85.8 ± 0.9	■	■
Female students						
At or above NMS	%	94.4 ± 0.5	92.9 ± 0.6	94.4 ± 0.5	■	■

Table 4A.100 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	532.9 ± 2.2	511.7 ± 2.1	514.9 ± 2.2	▽	■
At or above NMS	%	91.6 ± 0.5	88.8 ± 0.7	88.8 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	474.1 ± 5.5	453.8 ± 6.7	457.4 ± 5.5	■	■
At or above NMS	%	74.0 ± 2.5	67.1 ± 3.1	67.7 ± 2.5	■	■
Non-Indigenous students						
Mean scale score	no.	537.6 ± 2.0	516.0 ± 1.9	519.2 ± 2.1	▽	■
At or above NMS	%	93.0 ± 0.4	90.4 ± 0.6	90.4 ± 0.6	▽	■
LBOTE students (d)						
At or above NMS	%	87.9 ± 2.2	83.1 ± 2.9	84.7 ± 2.4	■	■
Male students						
At or above NMS	%	88.2 ± 0.8	84.3 ± 0.9	84.1 ± 1.0	▽	■
Female students						
At or above NMS	%	95.1 ± 0.4	93.6 ± 0.6	93.7 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	564.4 ± 3.9	539.4 ± 3.7	548.6 ± 3.8	■	■
At or above NMS	%	85.0 ± 1.1	78.3 ± 1.4	81.6 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	498.2 ± 6.8	477.5 ± 6.0	487.9 ± 6.7	■	■
At or above NMS	%	60.8 ± 3.1	50.3 ± 2.7	57.6 ± 3.1	■	■
Non-Indigenous students						
Mean scale score	no.	569.5 ± 3.7	543.9 ± 3.5	552.8 ± 3.6	▽	■
At or above NMS	%	86.9 ± 1.0	80.4 ± 1.3	83.3 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	81.4 ± 3.7	73.4 ± 4.5	79.5 ± 3.2	■	■
Male students						
At or above NMS	%	78.8 ± 1.6	70.3 ± 1.9	74.2 ± 1.8	■	■
Female students						
At or above NMS	%	91.4 ± 0.9	86.7 ± 1.1	89.4 ± 0.9	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.100 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.101 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	403.9 ± 2.5	406.8 ± 2.6	405.3 ± 2.7	■	■
At or above NMS	%	94.8 ± 0.6	94.7 ± 0.6	94.5 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	321.9 ± 7.4	315.9 ± 7.2	316.7 ± 7.8	■	■
At or above NMS	%	74.6 ± 3.4	71.2 ± 3.6	72.8 ± 3.6	■	■
Non-Indigenous students						
Mean scale score	no.	410.3 ± 2.2	413.5 ± 2.2	412.5 ± 2.3	■	■
At or above NMS	%	96.3 ± 0.4	96.3 ± 0.4	96.2 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.3 ± 1.5	93.3 ± 1.3	92.9 ± 1.4	■	■
Male students						
At or above NMS	%	92.9 ± 0.8	92.9 ± 0.8	92.5 ± 0.8	■	■
Female students						
At or above NMS	%	96.7 ± 0.5	96.5 ± 0.5	96.6 ± 0.5	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	472.2 ± 2.8	469.9 ± 2.6	470.4 ± 2.6	■	■
At or above NMS	%	90.5 ± 0.8	91.0 ± 0.8	90.9 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	379.8 ± 7.9	382.1 ± 8.0	380.1 ± 7.6	■	■
At or above NMS	%	56.4 ± 4.0	58.9 ± 3.5	56.2 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	479.3 ± 2.4	476.9 ± 2.3	477.7 ± 2.3	■	■
At or above NMS	%	93.0 ± 0.6	93.5 ± 0.6	93.6 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	89.9 ± 1.7	90.2 ± 1.7	90.6 ± 1.7	■	■
Male students						
At or above NMS	%	87.2 ± 1.1	87.7 ± 1.0	87.6 ± 1.1	■	■
Female students						
At or above NMS	%	94.0 ± 0.8	94.3 ± 0.7	94.3 ± 0.7	■	■

Table 4A.101 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	529.5 ± 3.3	520.9 ± 3.2	517.6 ± 3.5	■	■
At or above NMS	%	91.3 ± 0.9	90.6 ± 0.8	89.9 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	442.6 ± 8.1	435.8 ± 8.2	426.6 ± 8.7	■	■
At or above NMS	%	60.7 ± 4.1	59.6 ± 4.1	55.9 ± 4.2	■	■
Non-Indigenous students						
Mean scale score	no.	535.9 ± 3.0	527.1 ± 3.0	524.6 ± 3.1	■	■
At or above NMS	%	93.5 ± 0.6	92.7 ± 0.7	92.5 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	89.9 ± 1.7	90.0 ± 1.7	89.0 ± 1.8	■	■
Male students						
At or above NMS	%	88.2 ± 1.2	86.6 ± 1.2	85.9 ± 1.4	■	■
Female students						
At or above NMS	%	94.6 ± 0.7	94.7 ± 0.7	94.2 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	561.8 ± 6.6	557.5 ± 5.9	554.4 ± 5.7	■	■
At or above NMS	%	83.1 ± 2.0	82.7 ± 1.8	82.9 ± 1.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	465.2 ± 12.1	460.7 ± 10.5	459.0 ± 10.9	■	■
At or above NMS	%	47.4 ± 5.2	44.2 ± 5.3	44.5 ± 4.4	■	■
Non-Indigenous students						
Mean scale score	no.	568.0 ± 6.1	563.7 ± 5.5	561.6 ± 5.2	■	■
At or above NMS	%	85.4 ± 1.7	85.2 ± 1.5	85.8 ± 1.5	■	■
LBOTE students (d)						
At or above NMS	%	83.1 ± 3.8	83.2 ± 2.5	83.2 ± 3.1	■	■
Male students						
At or above NMS	%	77.6 ± 2.8	76.4 ± 2.5	76.2 ± 2.5	■	■
Female students						
At or above NMS	%	89.3 ± 1.6	89.4 ± 1.5	90.1 ± 1.4	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.101 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.102 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	400.1 ± 2.9	403.3 ± 2.9	401.2 ± 3.2	■	■
At or above NMS	%	94.1 ± 0.7	95.3 ± 0.7	93.6 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	335.3 ± 10.5	345.0 ± 9.0	325.3 ± 12.7	■	▽
At or above NMS	%	77.5 ± 5.5	79.5 ± 4.6	73.0 ± 5.1	■	■
Non-Indigenous students						
Mean scale score	no.	402.6 ± 2.7	405.7 ± 2.8	404.9 ± 3.0	■	■
At or above NMS	%	94.9 ± 0.7	96.0 ± 0.6	94.7 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	92.3 ± 1.9	92.2 ± 2.2	91.6 ± 2.3	■	■
Male students						
At or above NMS	%	92.1 ± 1.0	93.5 ± 1.0	91.1 ± 1.1	■	▽
Female students						
At or above NMS	%	96.3 ± 0.6	97.2 ± 0.5	96.2 ± 0.7	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	469.7 ± 3.2	463.2 ± 2.8	464.6 ± 3.2	■	■
At or above NMS	%	90.3 ± 1.0	90.6 ± 1.0	89.3 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	399.2 ± 9.6	401.7 ± 9.4	386.8 ± 12.7	■	■
At or above NMS	%	65.5 ± 5.5	65.7 ± 5.5	59.6 ± 5.7	■	■
Non-Indigenous students						
Mean scale score	no.	472.2 ± 3.1	465.8 ± 2.7	468.2 ± 3.0	■	■
At or above NMS	%	91.4 ± 0.9	91.6 ± 0.9	90.7 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	88.8 ± 2.4	87.5 ± 2.3	89.8 ± 2.4	■	■
Male students						
At or above NMS	%	86.7 ± 1.5	86.7 ± 1.4	84.9 ± 1.5	■	■
Female students						
At or above NMS	%	94.2 ± 0.8	94.7 ± 0.8	93.8 ± 0.8	■	■

Table 4A.102 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	528.8 ± 3.6	516.5 ± 3.1	517.1 ± 3.4	■	■
At or above NMS	%	91.2 ± 0.9	90.2 ± 0.9	89.6 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	450.7 ± 11.9	453.6 ± 10.6	441.2 ± 11.0	■	■
At or above NMS	%	64.3 ± 5.5	67.4 ± 5.2	62.7 ± 5.2	■	■
Non-Indigenous students						
Mean scale score	no.	531.6 ± 3.4	519.2 ± 3.0	520.5 ± 3.2	■	■
At or above NMS	%	92.4 ± 0.8	91.2 ± 0.9	90.8 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	90.2 ± 1.9	88.0 ± 2.2	89.0 ± 2.1	■	■
Male students						
At or above NMS	%	87.7 ± 1.3	86.2 ± 1.4	84.7 ± 1.5	■	■
Female students						
At or above NMS	%	94.8 ± 0.7	94.4 ± 0.8	94.6 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	560.3 ± 7.1	549.7 ± 6.6	551.0 ± 6.6	■	■
At or above NMS	%	82.2 ± 2.4	81.0 ± 2.4	81.8 ± 2.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	472.6 ± 11.4	476.8 ± 11.2	481.1 ± 10.1	■	■
At or above NMS	%	48.7 ± 6.1	49.6 ± 5.8	52.5 ± 5.4	■	■
Non-Indigenous students						
Mean scale score	no.	562.7 ± 6.9	552.2 ± 6.4	553.6 ± 6.3	■	■
At or above NMS	%	83.3 ± 2.2	82.3 ± 2.2	83.0 ± 2.1	■	■
LBOTE students (d)						
At or above NMS	%	79.3 ± 5.4	78.5 ± 4.5	82.1 ± 4.6	■	■
Male students						
At or above NMS	%	75.8 ± 3.1	74.6 ± 3.1	74.6 ± 3.1	■	■
Female students						
At or above NMS	%	89.0 ± 1.9	87.8 ± 2.0	89.3 ± 1.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.102 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.103 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011, 2012 and 2013, Tasmania (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	400.7 ± 4.5	411.6 ± 4.5	402.9 ± 4.9	■	■
At or above NMS	%	95.2 ± 0.8	95.6 ± 0.8	94.4 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	366.7 ± 9.7	376.1 ± 9.2	371.8 ± 8.4	■	■
At or above NMS	%	90.4 ± 3.7	90.4 ± 3.4	90.9 ± 3.2	■	■
Non-Indigenous students						
Mean scale score	no.	403.6 ± 4.5	413.9 ± 4.5	405.6 ± 5.0	■	■
At or above NMS	%	95.6 ± 0.8	96.0 ± 0.8	94.7 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	90.1 ± 3.5	94.0 ± 3.1	95.0 ± 2.9	△	■
Male students						
At or above NMS	%	93.2 ± 1.3	93.4 ± 1.3	91.5 ± 1.3	■	■
Female students						
At or above NMS	%	97.3 ± 0.6	97.9 ± 0.7	97.4 ± 0.7	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	465.2 ± 4.8	471.5 ± 4.5	464.9 ± 4.9	■	■
At or above NMS	%	90.3 ± 1.4	92.1 ± 1.2	89.0 ± 1.5	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	433.6 ± 6.4	441.6 ± 7.9	427.5 ± 8.6	■	■
At or above NMS	%	79.6 ± 4.3	85.2 ± 3.7	77.0 ± 5.4	■	▽
Non-Indigenous students						
Mean scale score	no.	468.1 ± 4.9	474.0 ± 4.5	468.4 ± 4.8	■	■
At or above NMS	%	91.1 ± 1.4	92.8 ± 1.1	90.1 ± 1.4	■	▽
LBOTE students (d)						
At or above NMS	%	84.9 ± 5.3	93.7 ± 3.4	89.1 ± 3.7	■	■
Male students						
At or above NMS	%	86.4 ± 2.1	88.4 ± 1.9	83.4 ± 2.4	■	▽
Female students						
At or above NMS	%	94.5 ± 1.1	96.0 ± 0.9	94.9 ± 1.1	■	■

Table 4A.103 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011, 2012 and 2013, Tasmania (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	507.5 ± 9.0	508.3 ± 7.4	505.6 ± 7.2	■	■
At or above NMS	%	84.3 ± 3.0	87.7 ± 2.1	86.7 ± 2.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	464.6 ± 11.8	475.6 ± 7.2	470.2 ± 9.7	■	■
At or above NMS	%	69.5 ± 6.3	79.1 ± 4.2	74.3 ± 5.1	■	■
Non-Indigenous students						
Mean scale score	no.	512.7 ± 8.3	511.1 ± 7.1	507.9 ± 6.9	■	■
At or above NMS	%	86.1 ± 2.6	88.7 ± 2.0	87.6 ± 2.1	■	■
LBOTE students (d)						
At or above NMS	%	78.8 ± 8.6	80.9 ± 9.5	85.6 ± 4.9	■	■
Male students						
At or above NMS	%	77.3 ± 4.2	81.8 ± 2.9	80.0 ± 3.3	■	■
Female students						
At or above NMS	%	91.7 ± 2.2	93.8 ± 1.6	94.1 ± 1.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	545.8 ± 11.0	543.7 ± 9.4	541.2 ± 9.2	■	■
At or above NMS	%	77.0 ± 3.9	78.7 ± 3.5	78.5 ± 3.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	499.7 ± 12.3	504.7 ± 11.5	493.7 ± 12.2	■	■
At or above NMS	%	60.0 ± 6.8	61.6 ± 5.6	60.1 ± 5.8	■	■
Non-Indigenous students						
Mean scale score	no.	552.0 ± 10.3	547.9 ± 9.4	547.5 ± 8.7	■	■
At or above NMS	%	79.5 ± 3.5	80.5 ± 3.2	81.0 ± 3.0	■	■
LBOTE students (d)						
At or above NMS	%	74.8 ± 11.4	69.8 ± 11.1	75.8 ± 10.2	■	■
Male students						
At or above NMS	%	68.5 ± 4.8	71.0 ± 4.5	69.5 ± 4.5	■	■
Female students						
At or above NMS	%	86.0 ± 3.5	86.6 ± 3.1	88.1 ± 2.6	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.103 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011, 2012 and 2013, Tasmania (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.104 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	419.7 ± 5.0	416.0 ± 5.5	421.0 ± 5.6	■	■
At or above NMS	%	96.2 ± 1.1	96.4 ± 1.0	95.5 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	366.1 ± 17.7	372.5 ± 15.5	369.9 ± 17.2	■	■
At or above NMS	%	90.5 ± 5.3	88.4 ± 6.9	90.2 ± 7.2	■	■
Non-Indigenous students						
Mean scale score	no.	420.9 ± 4.9	417.3 ± 5.4	422.6 ± 5.4	■	■
At or above NMS	%	96.3 ± 1.1	96.6 ± 0.9	95.6 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	94.0 ± 3.1	95.0 ± 1.9	92.6 ± 2.7	■	■
Male students						
At or above NMS	%	94.5 ± 1.6	94.8 ± 1.6	93.7 ± 1.7	■	■
Female students						
At or above NMS	%	98.0 ± 0.8	98.2 ± 0.7	97.3 ± 1.0	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	495.0 ± 5.5	485.2 ± 5.7	486.1 ± 5.1	■	■
At or above NMS	%	93.7 ± 1.4	93.6 ± 1.5	94.1 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	448.9 ± 17.0	434.5 ± 20.9	443.8 ± 13.2	■	■
At or above NMS	%	87.0 ± 7.3	74.3 ± 9.5	83.6 ± 8.2	■	■
Non-Indigenous students						
Mean scale score	no.	496.0 ± 5.6	486.4 ± 5.6	487.2 ± 5.1	■	■
At or above NMS	%	93.9 ± 1.3	94.1 ± 1.5	94.4 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	92.4 ± 2.9	92.2 ± 2.6	93.3 ± 2.3	■	■
Male students						
At or above NMS	%	90.9 ± 2.3	90.9 ± 2.3	91.2 ± 2.2	■	■
Female students						
At or above NMS	%	96.6 ± 1.0	96.3 ± 1.2	97.1 ± 1.0	■	■

Table 4A.104 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	535.7 ± 10.0	519.5 ± 9.1	526.7 ± 7.5	■	■
At or above NMS	%	91.8 ± 2.5	89.8 ± 2.5	90.7 ± 2.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	478.9 ± 21.8	458.5 ± 16.9	478.9 ± 19.3	■	■
At or above NMS	%	69.3 ± 11.6	71.9 ± 10.6	78.3 ± 9.8	■	■
Non-Indigenous students						
Mean scale score	no.	537.0 ± 9.8	521.0 ± 9.1	528.3 ± 7.3	■	■
At or above NMS	%	92.4 ± 2.4	90.2 ± 2.4	91.1 ± 2.1	■	■
LBOTE students (d)						
At or above NMS	%	92.1 ± 2.8	88.9 ± 3.7	89.5 ± 3.7	■	■
Male students						
At or above NMS	%	88.3 ± 3.8	84.9 ± 3.9	86.5 ± 3.5	■	■
Female students						
At or above NMS	%	95.4 ± 1.8	94.9 ± 1.9	95.1 ± 1.6	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 12.5	561.9 ± 11.7	569.9 ± 11.2	■	■
At or above NMS	%	85.5 ± 3.4	83.4 ± 3.6	86.5 ± 3.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	500.4 ± 25.0	500.8 ± 23.1	511.9 ± 21.8	■	■
At or above NMS	%	62.7 ± 13.4	63.9 ± 10.8	59.8 ± 10.0	■	■
Non-Indigenous students						
Mean scale score	no.	576.9 ± 12.2	563.2 ± 11.5	571.5 ± 11.0	■	■
At or above NMS	%	86.1 ± 3.3	83.8 ± 3.5	87.3 ± 3.1	■	■
LBOTE students (d)						
At or above NMS	%	83.1 ± 4.7	83.3 ± 5.3	84.8 ± 4.3	■	■
Male students						
At or above NMS	%	78.5 ± 5.0	76.6 ± 5.1	81.7 ± 4.5	■	■
Female students						
At or above NMS	%	92.8 ± 2.5	90.3 ± 2.7	91.3 ± 2.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.104 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.105 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	330.0 ± 17.2	322.9 ± 21.1	319.8 ± 19.2	■	■
At or above NMS	%	70.4 ± 6.2	69.3 ± 6.9	68.9 ± 6.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	250.9 ± 14.2	226.2 ± 22.3	233.1 ± 17.8	■	■
At or above NMS	%	42.0 ± 6.5	37.1 ± 7.3	39.0 ± 6.9	■	■
Non-Indigenous students						
Mean scale score	no.	393.4 ± 8.1	395.4 ± 7.1	387.5 ± 8.3	■	■
At or above NMS	%	92.6 ± 2.2	93.5 ± 2.1	92.2 ± 2.3	■	■
LBOTE students (d)						
At or above NMS	%	48.2 ± 7.8	43.2 ± 8.6	45.4 ± 8.8	■	■
Male students						
At or above NMS	%	66.1 ± 7.0	63.7 ± 7.5	64.6 ± 7.3	■	■
Female students						
At or above NMS	%	74.7 ± 5.9	75.1 ± 6.8	73.5 ± 6.4	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	396.5 ± 18.2	390.9 ± 21.7	385.9 ± 21.8	■	■
At or above NMS	%	61.7 ± 7.2	62.2 ± 7.2	59.8 ± 7.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	314.3 ± 16.0	299.1 ± 22.4	293.0 ± 20.2	■	■
At or above NMS	%	29.1 ± 6.2	28.8 ± 6.4	24.6 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	464.8 ± 6.6	466.3 ± 7.3	461.3 ± 7.3	■	■
At or above NMS	%	88.7 ± 2.7	89.5 ± 2.6	88.1 ± 3.1	■	■
LBOTE students (d)						
At or above NMS	%	35.7 ± 7.8	35.3 ± 8.2	33.3 ± 8.8	■	■
Male students						
At or above NMS	%	55.9 ± 7.5	56.9 ± 7.5	53.3 ± 8.0	■	■
Female students						
At or above NMS	%	67.4 ± 7.2	67.9 ± 7.2	66.4 ± 7.7	■	■

Table 4A.105 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	446.3 ± 27.5	434.8 ± 30.2	418.4 ± 30.0	■	■
At or above NMS	%	59.2 ± 9.4	60.3 ± 9.8	55.6 ± 9.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	350.6 ± 21.5	328.9 ± 29.5	317.8 ± 27.9	■	■
At or above NMS	%	26.0 ± 7.5	25.3 ± 8.5	21.2 ± 7.0	■	■
Non-Indigenous students						
Mean scale score	no.	520.9 ± 16.2	512.9 ± 13.7	499.6 ± 11.9	■	■
At or above NMS	%	84.8 ± 5.0	85.8 ± 4.4	83.5 ± 4.0	■	■
LBOTE students (d)						
At or above NMS	%	35.3 ± 12.9	33.3 ± 13.0	28.8 ± 12.2	■	■
Male students						
At or above NMS	%	53.7 ± 9.8	54.3 ± 9.7	47.5 ± 9.3	■	■
Female students						
At or above NMS	%	65.3 ± 9.8	66.5 ± 10.1	64.2 ± 10.0	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	491.9 ± 24.9	472.2 ± 28.4	470.1 ± 27.8	■	■
At or above NMS	%	57.5 ± 8.5	55.0 ± 8.8	54.3 ± 8.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	384.5 ± 24.6	359.6 ± 29.3	364.9 ± 26.2	■	■
At or above NMS	%	22.5 ± 6.7	19.8 ± 6.4	20.8 ± 6.1	■	■
Non-Indigenous students						
Mean scale score	no.	561.5 ± 11.3	541.6 ± 17.4	540.4 ± 16.5	■	■
At or above NMS	%	79.6 ± 5.8	76.7 ± 6.5	76.8 ± 5.6	■	■
LBOTE students (d)						
At or above NMS	%	37.3 ± 13.1	34.1 ± 13.4	32.1 ± 12.8	■	■
Male students						
At or above NMS	%	50.2 ± 8.6	48.4 ± 8.3	46.9 ± 9.1	■	■
Female students						
At or above NMS	%	65.1 ± 8.6	62.4 ± 9.9	62.3 ± 9.0	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.105 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.106 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	415.9 ± 0.9	415.8 ± 0.9	415.6 ± 1.0	■	■
At or above NMS	%	95.3 ± 0.2	95.3 ± 0.2	95.0 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	343.5 ± 4.0	339.8 ± 4.8	340.7 ± 4.3	■	■
At or above NMS	%	79.9 ± 1.6	78.3 ± 1.7	78.9 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	420.1 ± 0.8	420.1 ± 0.8	420.0 ± 0.9	■	■
At or above NMS	%	96.2 ± 0.2	96.4 ± 0.1	96.0 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.9 ± 0.5	93.7 ± 0.5	93.8 ± 0.5	■	■
Male students						
At or above NMS	%	93.5 ± 0.3	93.6 ± 0.3	93.0 ± 0.3	■	■
Female students						
At or above NMS	%	97.1 ± 0.2	97.2 ± 0.2	97.0 ± 0.2	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	482.6 ± 1.0	477.0 ± 1.0	477.9 ± 1.0	■	■
At or above NMS	%	92.5 ± 0.3	92.1 ± 0.3	91.7 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	408.1 ± 4.0	398.8 ± 5.3	400.2 ± 5.0	■	■
At or above NMS	%	68.9 ± 1.8	66.3 ± 1.9	65.8 ± 1.9	■	■
Non-Indigenous students						
Mean scale score	no.	486.7 ± 0.9	481.3 ± 0.9	482.4 ± 0.8	■	■
At or above NMS	%	93.9 ± 0.2	93.6 ± 0.2	93.3 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	92.0 ± 0.6	91.7 ± 0.6	91.5 ± 0.6	■	■
Male students						
At or above NMS	%	89.6 ± 0.3	89.0 ± 0.4	88.3 ± 0.4	■	■
Female students						
At or above NMS	%	95.5 ± 0.2	95.4 ± 0.2	95.3 ± 0.2	■	■

Table 4A.106 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2011	2012	2013	Nature of differences	
					2011 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	529.1 ± 1.4	518.3 ± 1.4	517.0 ± 1.4	■	■
At or above NMS	%	91.1 ± 0.3	89.9 ± 0.4	89.3 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	454.5 ± 3.9	442.2 ± 4.8	437.4 ± 5.3	■	■
At or above NMS	%	66.9 ± 1.6	63.7 ± 1.8	61.4 ± 1.9	■	■
Non-Indigenous students						
Mean scale score	no.	533.2 ± 1.4	522.4 ± 1.3	521.4 ± 1.3	■	■
At or above NMS	%	92.6 ± 0.3	91.4 ± 0.3	90.9 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	90.6 ± 0.7	89.7 ± 0.7	89.2 ± 0.8	■	■
Male students						
At or above NMS	%	87.5 ± 0.5	85.7 ± 0.5	84.7 ± 0.6	■	■
Female students						
At or above NMS	%	95.0 ± 0.3	94.4 ± 0.3	94.1 ± 0.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	565.9 ± 2.0	553.7 ± 2.0	554.1 ± 1.9	■	■
At or above NMS	%	84.8 ± 0.6	81.7 ± 0.6	82.6 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	483.0 ± 4.0	469.4 ± 4.4	471.0 ± 4.3	■	■
At or above NMS	%	55.0 ± 1.7	48.8 ± 1.7	51.2 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	570.2 ± 1.9	558.1 ± 1.9	558.7 ± 1.8	■	■
At or above NMS	%	86.4 ± 0.5	83.4 ± 0.6	84.4 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	85.7 ± 1.0	83.1 ± 1.1	83.9 ± 1.0	■	■
Male students						
At or above NMS	%	79.0 ± 0.8	75.0 ± 0.9	75.8 ± 0.9	■	■
Female students						
At or above NMS	%	91.0 ± 0.4	88.7 ± 0.5	89.8 ± 0.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.106 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

	2011	2012	2013	Nature of differences	
				2011 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.107

Table 4A.107 Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2011-2013 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 - Year 5									
All students									
2011 Year 3	429.2 ± 1.5	423.6 ± 1.4	404.1 ± 2.1	403.9 ± 2.5	400.1 ± 2.9	400.7 ± 4.5	419.7 ± 5.0	330.0 ± 17.2	415.9 ± 0.9
2013 Year 5	483.7 ± 1.7	489.7 ± 1.4	469.8 ± 2.1	470.4 ± 2.6	464.6 ± 3.2	464.9 ± 4.9	486.1 ± 5.1	385.9 ± 21.8	477.9 ± 1.0
Gain 2011-2013	54.5 ± 7.6	66.1 ± 7.6	65.7 ± 7.9	66.5 ± 8.1	64.5 ± 8.5	64.2 ± 9.9	66.4 ± 10.2	55.9 ± 28.7	62.0 ± 7.4
Aboriginal and Torres Strait Islander students (d)									
2011 Year 3	370.6 ± 4.0	380.0 ± 5.5	349.9 ± 4.6	321.9 ± 7.4	335.3 ± 10.5	366.7 ± 9.7	366.1 ± 17.7	250.9 ± 14.2	343.5 ± 4.0
2013 Year 5	424.8 ± 3.8	446.6 ± 6.2	411.2 ± 5.0	380.1 ± 7.6	386.8 ± 12.7	427.5 ± 8.6	443.8 ± 13.2	293.0 ± 20.2	400.2 ± 5.0
Gain 2011-2013	54.2 ± 9.2	66.6 ± 11.1	61.3 ± 10.0	58.2 ± 12.9	51.5 ± 18.0	60.8 ± 14.9	77.7 ± 23.2	42.1 ± 25.8	56.7 ± 9.7
Non-Indigenous students									
2011 Year 3	432.1 ± 1.4	424.5 ± 1.4	408.9 ± 1.9	410.3 ± 2.2	402.6 ± 2.7	403.6 ± 4.5	420.9 ± 4.9	393.4 ± 8.1	420.1 ± 0.8
2013 Year 5	486.9 ± 1.6	490.4 ± 1.4	474.4 ± 1.9	477.7 ± 2.3	468.2 ± 3.0	468.4 ± 4.8	487.2 ± 5.1	461.3 ± 7.3	482.4 ± 0.8
Gain 2011-2013	54.8 ± 7.6	65.9 ± 7.6	65.5 ± 7.8	67.4 ± 7.9	65.6 ± 8.4	64.8 ± 9.8	66.3 ± 10.1	67.9 ± 13.1	62.3 ± 7.4
Year 5 - Year 7									
All students									
2011 Year 5	492.6 ± 1.5	492.8 ± 1.5	470.9 ± 2.0	472.2 ± 2.8	469.7 ± 3.2	465.2 ± 4.8	495.0 ± 5.5	396.5 ± 18.2	482.6 ± 1.0
2013 Year 7	516.6 ± 2.9	524.4 ± 2.7	514.9 ± 2.2	517.6 ± 3.5	517.1 ± 3.4	505.6 ± 7.2	526.7 ± 7.5	418.4 ± 30.0	517.0 ± 1.4
Gain 2011-2013	24.0 ± 8.0	31.6 ± 7.9	44.0 ± 7.9	45.4 ± 8.5	47.4 ± 8.7	40.4 ± 11.3	31.7 ± 11.9	21.9 ± 35.8	34.4 ± 7.5
Aboriginal and Torres Strait Islander students (d)									
2011 Year 5	436.2 ± 3.5	448.4 ± 5.5	416.5 ± 4.9	379.8 ± 7.9	399.2 ± 9.6	433.6 ± 6.4	448.9 ± 17.0	314.3 ± 16.0	408.1 ± 4.0
2013 Year 7	452.0 ± 4.6	467.2 ± 9.1	457.4 ± 5.5	426.6 ± 8.7	441.2 ± 11.0	470.2 ± 9.7	478.9 ± 19.3	317.8 ± 27.9	437.4 ± 5.3
Gain 2011-2013	15.8 ± 9.3	18.8 ± 12.9	40.9 ± 10.4	46.8 ± 13.8	42.0 ± 16.3	36.6 ± 13.7	30.0 ± 26.8	3.5 ± 32.9	29.3 ± 9.9
Non-Indigenous students									
2011 Year 5	495.1 ± 1.5	493.6 ± 1.5	475.6 ± 1.9	479.3 ± 2.4	472.2 ± 3.1	468.1 ± 4.9	496.0 ± 5.6	464.8 ± 6.6	486.7 ± 0.9
2013 Year 7	520.0 ± 2.8	525.3 ± 2.7	519.2 ± 2.1	524.6 ± 3.1	520.5 ± 3.2	507.9 ± 6.9	528.3 ± 7.3	499.6 ± 11.9	521.4 ± 1.3

TABLE 4A.107

Table 4A.107 Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2011-2013 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Gain 2011-2013	24.9 ± 8.0	31.7 ± 7.9	43.6 ± 7.8	45.3 ± 8.3	48.3 ± 8.5	39.8 ± 11.2	32.3 ± 11.7	34.8 ± 15.5	34.7 ± 7.5
Year 7 - Year 9									
All students									
2011 Year 7	527.5 ± 3.0	533.3 ± 3.1	532.9 ± 2.2	529.5 ± 3.3	528.8 ± 3.6	507.5 ± 9.0	535.7 ± 10.0	446.3 ± 27.5	529.1 ± 1.4
2013 Year 9	553.7 ± 3.7	564.0 ± 3.5	548.6 ± 3.8	554.4 ± 5.7	551.0 ± 6.6	541.2 ± 9.2	569.9 ± 11.2	470.1 ± 27.8	554.1 ± 1.9
Gain 2011-2013	26.2 ± 8.7	30.7 ± 8.7	15.7 ± 8.5	24.9 ± 9.8	22.2 ± 10.5	33.7 ± 14.7	34.2 ± 16.7	23.8 ± 39.8	25.0 ± 7.7
Aboriginal and Torres Strait Islander students (d)									
2011 Year 7	464.0 ± 4.0	474.1 ± 7.2	474.1 ± 5.5	442.6 ± 8.1	450.7 ± 11.9	464.6 ± 11.8	478.9 ± 21.8	350.6 ± 21.5	454.5 ± 3.9
2013 Year 9	475.9 ± 4.9	504.4 ± 6.6	487.9 ± 6.7	459.0 ± 10.9	481.1 ± 10.1	493.7 ± 12.2	511.9 ± 21.8	364.9 ± 26.2	471.0 ± 4.3
Gain 2011-2013	11.9 ± 9.7	30.3 ± 12.2	13.8 ± 11.3	16.4 ± 15.4	30.4 ± 17.2	29.1 ± 18.5	33.0 ± 31.7	14.3 ± 34.7	16.5 ± 9.4
Non-Indigenous students									
2011 Year 7	530.4 ± 2.9	534.3 ± 3.0	537.6 ± 2.0	535.9 ± 3.0	531.6 ± 3.4	512.7 ± 8.3	537.0 ± 9.8	520.9 ± 16.2	533.2 ± 1.4
2013 Year 9	558.1 ± 3.6	565.0 ± 3.5	552.8 ± 3.6	561.6 ± 5.2	553.6 ± 6.3	547.5 ± 8.7	571.5 ± 11.0	540.4 ± 16.5	558.7 ± 1.8
Gain 2011-2013	27.7 ± 8.6	30.7 ± 8.6	15.2 ± 8.4	25.7 ± 9.5	22.0 ± 10.2	34.8 ± 14.1	34.5 ± 16.4	19.5 ± 24.2	25.5 ± 7.6

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2011 and 2013 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2011 to 2013 of 23.1 ± 2.7). Gains for 2012-2014 are in table 4A.89. Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.108

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 10 m</i>	<i>8 y 7 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	95.4 ± 0.3	95.5 ± 0.4	94.6 ± 0.4	93.8 ± 0.6	93.2 ± 0.8	94.5 ± 0.8	96.5 ± 1.0	73.0 ± 6.2	94.6 ± 0.2
Aboriginal and Torres Strait Islander students (e)	84.8 ± 1.4	88.5 ± 3.0	82.4 ± 2.1	70.5 ± 3.6	71.7 ± 5.1	92.5 ± 3.0	88.1 ± 5.9	43.0 ± 6.8	78.2 ± 1.4
Non-Indigenous students	96.0 ± 0.3	95.8 ± 0.4	95.6 ± 0.4	95.6 ± 0.5	94.3 ± 0.7	94.6 ± 0.8	96.7 ± 0.9	93.2 ± 3.1	95.7 ± 0.2
LBOTE students (f)	94.9 ± 0.5	93.7 ± 0.7	91.5 ± 1.3	92.1 ± 1.3	87.5 ± 2.8	88.4 ± 4.3	93.8 ± 2.3	48.3 ± 9.2	92.7 ± 0.5
Male students	94.8 ± 0.4	94.6 ± 0.6	94.4 ± 0.5	93.5 ± 0.7	92.8 ± 1.0	94.6 ± 1.0	96.3 ± 1.3	73.2 ± 6.2	94.2 ± 0.2
Female students	95.9 ± 0.3	96.4 ± 0.3	94.8 ± 0.4	94.2 ± 0.6	93.6 ± 0.9	94.4 ± 1.0	96.6 ± 1.0	72.8 ± 6.7	95.1 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 5 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	94.3 ± 0.3	94.7 ± 0.4	93.1 ± 0.5	92.2 ± 0.7	91.8 ± 0.9	92.6 ± 1.2	95.9 ± 0.9	68.2 ± 6.6	93.5 ± 0.2
Aboriginal and Torres Strait Islander students (e)	79.6 ± 1.9	84.8 ± 2.6	73.9 ± 2.7	61.2 ± 3.5	66.9 ± 5.4	84.7 ± 4.9	84.4 ± 7.1	36.2 ± 6.4	71.1 ± 1.6
Non-Indigenous students	95.2 ± 0.3	95.0 ± 0.4	94.7 ± 0.4	94.5 ± 0.5	93.1 ± 0.8	93.3 ± 1.2	96.3 ± 0.9	92.3 ± 2.8	94.8 ± 0.2
LBOTE students (f)	94.4 ± 0.6	93.0 ± 0.8	89.0 ± 1.7	90.8 ± 1.6	87.1 ± 2.8	88.0 ± 4.4	93.6 ± 2.4	40.4 ± 7.9	91.6 ± 0.5
Male students	93.9 ± 0.4	94.0 ± 0.6	93.0 ± 0.6	92.2 ± 0.9	91.9 ± 1.0	92.3 ± 1.3	95.6 ± 1.5	66.9 ± 6.8	93.1 ± 0.3
Female students	94.8 ± 0.4	95.4 ± 0.4	93.2 ± 0.6	92.2 ± 0.8	91.7 ± 1.0	92.9 ± 1.5	96.1 ± 1.2	69.6 ± 6.7	93.8 ± 0.2

TABLE 4A.108

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7									
Average age (d)	12 y 7 m	12 y 9 m	12 y 3 m	12 y 5 m	12 y 7 m	12 y 11 m	12 y 8 m	12 y 6 m	12 y 7 m
Years of schooling (d)	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m
All students	95.5 ± 0.4	95.5 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	94.8 ± 0.7	94.8 ± 1.2	96.3 ± 1.5	74.4 ± 7.9	95.1 ± 0.2
Aboriginal and Torres Strait Islander students (e)	85.3 ± 1.4	83.6 ± 3.1	83.8 ± 2.1	77.2 ± 3.5	80.3 ± 4.5	88.9 ± 3.9	85.1 ± 9.0	47.7 ± 7.9	79.5 ± 1.6
Non-Indigenous students	96.1 ± 0.4	95.8 ± 0.5	96.2 ± 0.4	96.9 ± 0.4	95.5 ± 0.6	95.3 ± 1.1	96.6 ± 1.4	95.2 ± 2.1	96.1 ± 0.2
LBOTE students (f)	95.6 ± 0.7	94.7 ± 1.0	93.0 ± 1.5	94.6 ± 1.2	91.3 ± 2.4	91.5 ± 4.4	94.9 ± 2.5	49.4 ± 10.8	93.9 ± 0.6
Male students	95.1 ± 0.5	95.0 ± 0.7	95.0 ± 0.6	95.3 ± 0.7	94.4 ± 0.9	94.8 ± 1.5	95.8 ± 2.0	72.9 ± 8.4	94.8 ± 0.3
Female students	95.9 ± 0.5	96.0 ± 0.5	95.6 ± 0.5	95.5 ± 0.6	95.2 ± 0.8	94.9 ± 1.4	96.7 ± 1.4	76.1 ± 7.8	95.5 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 m	14 y 7 m	14 y 11 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	94.5 ± 0.5	94.8 ± 0.6	94.2 ± 0.6	94.7 ± 0.9	92.6 ± 1.4	93.5 ± 1.4	94.9 ± 1.7	74.2 ± 7.8	94.1 ± 0.3
Aboriginal and Torres Strait Islander students (e)	81.1 ± 1.8	83.3 ± 3.0	77.8 ± 2.6	74.2 ± 4.4	73.2 ± 4.0	86.2 ± 3.6	82.8 ± 8.5	44.1 ± 8.5	76.2 ± 1.5
Non-Indigenous students	95.3 ± 0.4	95.0 ± 0.6	95.4 ± 0.5	96.4 ± 0.6	93.6 ± 1.4	94.3 ± 1.3	95.3 ± 1.6	93.1 ± 3.5	95.2 ± 0.3
LBOTE students (f)	95.1 ± 0.8	94.1 ± 1.0	91.2 ± 2.2	94.4 ± 1.8	87.1 ± 7.0	87.7 ± 6.8	93.5 ± 3.2	48.7 ± 12.5	93.2 ± 0.7
Male students	94.4 ± 0.6	94.5 ± 0.7	94.0 ± 0.7	94.6 ± 1.0	92.6 ± 1.6	93.6 ± 1.6	94.6 ± 2.2	73.6 ± 8.4	94.0 ± 0.3
Female students	94.5 ± 0.5	95.0 ± 0.6	94.4 ± 0.7	94.9 ± 0.9	92.6 ± 1.4	93.3 ± 1.6	95.2 ± 1.8	74.8 ± 7.7	94.3 ± 0.3

TABLE 4A.108

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	<i>Proportion</i>	95.4 ± 0.3	95.5 ± 0.4	94.6 ± 0.4	93.8 ± 0.6	93.2 ± 0.8	94.5 ± 0.8	96.5 ± 1.0	73.0 ± 6.2	94.6 ± 0.2
Compared to										
<i>NSW</i>	95.4 ± 0.3	..	■	■	■	△	■	■	▲	■
<i>Vic</i>	95.5 ± 0.4	■	..	■	△	△	■	■	▲	■
<i>Qld</i>	94.6 ± 0.4	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	93.8 ± 0.6	■	▽	■	..	■	■	▽	▲	■
<i>SA</i>	93.2 ± 0.8	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	94.5 ± 0.8	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	96.5 ± 1.0	■	■	△	△	△	△	..	▲	△
<i>NT</i>	73.0 ± 6.2	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.6 ± 0.2	■	■	■	■	■	■	▽	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	<i>Proportion</i>	94.3 ± 0.3	94.7 ± 0.4	93.1 ± 0.5	92.2 ± 0.7	91.8 ± 0.9	92.6 ± 1.2	95.9 ± 0.9	68.2 ± 6.6	93.5 ± 0.2
Compared to										
<i>NSW</i>	94.3 ± 0.3	..	■	■	△	△	■	▽	▲	■
<i>Vic</i>	94.7 ± 0.4	■	..	■	△	△	△	■	▲	■
<i>Qld</i>	93.1 ± 0.5	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	92.2 ± 0.7	▽	▽	■	..	■	■	▽	▲	■
<i>SA</i>	91.8 ± 0.9	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	92.6 ± 1.2	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	95.9 ± 0.9	△	■	△	△	△	△	..	▲	△
<i>NT</i>	68.2 ± 6.6	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	93.5 ± 0.2	■	■	■	■	■	■	▽	▲	..

TABLE 4A.108

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	<i>Proportion</i>	95.5 ± 0.4	95.5 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	94.8 ± 0.7	94.8 ± 1.2	96.3 ± 1.5	74.4 ± 7.9	95.1 ± 0.2
Compared to										
<i>NSW</i>	95.5 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.5 ± 0.5	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	95.3 ± 0.5	■	■	..	■	■	■	■	▲	■
<i>WA</i>	95.4 ± 0.6	■	■	■	..	■	■	■	▲	■
<i>SA</i>	94.8 ± 0.7	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	94.8 ± 1.2	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	96.3 ± 1.5	■	■	■	■	■	■	..	▲	■
<i>NT</i>	74.4 ± 7.9	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.1 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	<i>Proportion</i>	94.5 ± 0.5	94.8 ± 0.6	94.2 ± 0.6	94.7 ± 0.9	92.6 ± 1.4	93.5 ± 1.4	94.9 ± 1.7	74.2 ± 7.8	94.1 ± 0.3
Compared to										
<i>NSW</i>	94.5 ± 0.5	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	94.8 ± 0.6	■	..	■	■	Δ	■	■	▲	■
<i>Qld</i>	94.2 ± 0.6	■	■	..	■	■	■	■	▲	■
<i>WA</i>	94.7 ± 0.9	■	■	■	..	Δ	■	■	▲	■
<i>SA</i>	92.6 ± 1.4	■	▽	■	▽	..	■	▽	▲	■
<i>Tas</i>	93.5 ± 1.4	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	94.9 ± 1.7	■	■	■	■	Δ	■	..	▲	■
<i>NT</i>	74.2 ± 7.8	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	94.1 ± 0.3	■	■	■	■	■	■	■	▲	..

Table 4A.108 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.115. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2013 are in table 4A.126.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

.. Not applicable.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.109

Table 4A.109 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	87.5 ± 1.7	90.1 ± 3.5	85.8 ± 2.5	79.9 ± 3.9	80.3 ± 4.7	92.1 ± 4.0	88.3 ± 6.9	..	85.9 ± 1.2
Provincial	83.4 ± 2.1	87.1 ± 3.9	84.7 ± 2.6	77.8 ± 5.8	69.8 ± 7.5	92.8 ± 4.5	np	73.6 ± 7.2	82.9 ± 1.3
Remote	74.3 ± 11.3	np	69.7 ± 8.3	63.5 ± 9.2	80.6 ± 16.9	np	..	57.4 ± 12.2	66.2 ± 5.2
Very remote	69.8 ± 14.7	..	66.2 ± 8.9	52.8 ± 7.9	36.4 ± 16.8	np	..	25.9 ± 6.6	44.6 ± 5.7
Total	84.8 ± 1.4	88.5 ± 3.0	82.4 ± 2.1	70.5 ± 3.6	71.7 ± 5.1	92.5 ± 3.0	88.1 ± 5.9	43.0 ± 6.8	78.2 ± 1.4
Non-Indigenous students									
Metropolitan	96.2 ± 0.3	95.9 ± 0.5	95.8 ± 0.5	95.9 ± 0.6	94.6 ± 0.9	94.6 ± 1.4	96.7 ± 0.9	..	95.9 ± 0.2
Provincial	95.3 ± 0.6	95.6 ± 0.6	95.2 ± 0.6	94.8 ± 1.1	93.5 ± 1.3	94.6 ± 1.1	np	92.3 ± 4.0	95.1 ± 0.3
Remote	95.1 ± 3.5	97.4 ± 5.8	94.8 ± 2.4	93.9 ± 1.9	95.1 ± 2.6	94.1 ± 6.6	..	96.3 ± 2.1	94.7 ± 1.2
Very remote	np	..	95.5 ± 2.6	93.8 ± 2.7	93.8 ± 7.4	np	..	94.5 ± 5.1	94.4 ± 1.8
Total	96.0 ± 0.3	95.8 ± 0.4	95.6 ± 0.4	95.6 ± 0.5	94.3 ± 0.7	94.6 ± 0.8	96.7 ± 0.9	93.2 ± 3.1	95.7 ± 0.2
All students									
Metropolitan	95.9 ± 0.3	95.6 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	94.0 ± 0.9	94.4 ± 1.3	96.5 ± 1.0	..	95.5 ± 0.2
Provincial	93.8 ± 0.6	95.1 ± 0.7	94.1 ± 0.7	93.3 ± 1.3	92.0 ± 1.6	94.7 ± 1.0	np	89.3 ± 4.3	93.9 ± 0.4
Remote	87.0 ± 5.9	97.4 ± 5.7	88.9 ± 3.9	86.5 ± 4.4	94.2 ± 2.5	93.6 ± 6.4	..	80.9 ± 8.8	87.6 ± 2.4
Very remote	86.0 ± 12.0	..	78.4 ± 6.8	70.7 ± 7.9	61.0 ± 19.7	np	..	34.7 ± 10.6	61.7 ± 5.8
Total	95.4 ± 0.3	95.5 ± 0.4	94.6 ± 0.4	93.8 ± 0.6	93.2 ± 0.8	94.5 ± 0.8	96.5 ± 1.0	73.0 ± 6.2	94.6 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	84.1 ± 2.0	87.0 ± 3.4	78.1 ± 2.7	74.2 ± 4.2	77.2 ± 5.5	84.3 ± 6.9	84.7 ± 7.0	..	80.6 ± 1.4
Provincial	77.1 ± 3.0	82.8 ± 3.8	77.3 ± 3.9	64.6 ± 7.1	66.3 ± 8.4	84.7 ± 6.3	np	74.4 ± 7.7	76.4 ± 1.9
Remote	59.5 ± 14.8	np	59.5 ± 12.8	57.7 ± 7.7	np	np	..	45.1 ± 9.7	56.2 ± 5.3

TABLE 4A.109

Table 4A.109 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	66.2 ± 14.9	..	50.8 ± 10.5	40.9 ± 7.3	22.6 ± 10.4	np	..	18.2 ± 5.2	33.2 ± 5.0
Total	79.6 ± 1.9	84.8 ± 2.6	73.9 ± 2.7	61.2 ± 3.5	66.9 ± 5.4	84.7 ± 4.9	84.4 ± 7.1	36.2 ± 6.4	71.1 ± 1.6
Non-Indigenous students									
Metropolitan	95.5 ± 0.4	95.2 ± 0.5	95.0 ± 0.5	95.0 ± 0.6	93.4 ± 1.0	92.7 ± 2.0	96.3 ± 0.9	..	95.1 ± 0.2
Provincial	94.1 ± 0.6	94.6 ± 0.8	93.8 ± 0.6	93.4 ± 1.0	92.0 ± 1.3	93.8 ± 1.3	np	91.2 ± 3.6	93.9 ± 0.3
Remote	95.0 ± 2.7	98.1 ± 4.7	94.0 ± 2.0	92.5 ± 2.6	95.5 ± 2.4	97.4 ± 5.8	..	94.2 ± 3.2	93.9 ± 1.0
Very remote	np	..	91.9 ± 3.7	90.2 ± 4.3	89.3 ± 6.7	np	..	98.6 ± 2.6	91.4 ± 2.7
Total	95.2 ± 0.3	95.0 ± 0.4	94.7 ± 0.4	94.5 ± 0.5	93.1 ± 0.8	93.3 ± 1.2	96.3 ± 0.9	92.3 ± 2.8	94.8 ± 0.2
All students									
Metropolitan	95.1 ± 0.4	94.9 ± 0.5	94.1 ± 0.6	94.2 ± 0.7	92.7 ± 1.1	92.0 ± 2.0	95.9 ± 0.9	..	94.6 ± 0.2
Provincial	92.2 ± 0.8	94.0 ± 0.9	92.2 ± 0.8	91.0 ± 1.5	90.5 ± 1.7	93.0 ± 1.4	np	88.4 ± 3.9	92.3 ± 0.4
Remote	81.7 ± 10.0	98.2 ± 4.5	85.9 ± 5.5	83.6 ± 4.5	94.6 ± 2.6	96.9 ± 6.3	..	73.9 ± 9.9	84.3 ± 2.8
Very remote	79.1 ± 13.4	..	67.6 ± 8.6	62.0 ± 8.9	56.4 ± 16.4	np	..	27.4 ± 10.6	52.6 ± 5.9
Total	94.3 ± 0.3	94.7 ± 0.4	93.1 ± 0.5	92.2 ± 0.7	91.8 ± 0.9	92.6 ± 1.2	95.9 ± 0.9	68.2 ± 6.6	93.5 ± 0.2
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	87.8 ± 2.0	83.3 ± 4.7	87.0 ± 2.3	86.4 ± 3.3	82.3 ± 4.6	88.4 ± 6.3	85.1 ± 9.0	..	86.6 ± 1.4
Provincial	84.1 ± 2.0	83.9 ± 4.5	85.7 ± 2.9	80.6 ± 5.8	86.7 ± 5.5	89.1 ± 5.1	..	74.7 ± 7.8	83.8 ± 1.4
Remote	69.9 ± 9.3	np	70.7 ± 11.5	78.0 ± 7.5	86.1 ± 16.9	np	..	60.1 ± 8.9	70.8 ± 5.3
Very remote	np	..	69.5 ± 9.3	58.8 ± 7.7	45.2 ± 22.1	np	..	31.3 ± 7.3	47.6 ± 5.9
Total	85.3 ± 1.4	83.6 ± 3.1	83.8 ± 2.1	77.2 ± 3.5	80.3 ± 4.5	88.9 ± 3.9	85.1 ± 9.0	47.7 ± 7.9	79.5 ± 1.6
Non-Indigenous students									
Metropolitan	96.3 ± 0.4	95.9 ± 0.6	96.5 ± 0.5	97.0 ± 0.5	95.4 ± 0.8	95.0 ± 1.7	96.6 ± 1.4	..	96.2 ± 0.3
Provincial	95.4 ± 0.6	95.2 ± 0.9	95.4 ± 0.7	96.7 ± 0.9	95.6 ± 0.9	95.6 ± 1.6	..	95.1 ± 2.6	95.5 ± 0.4

TABLE 4A.109

Table 4A.109 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	92.6 ± 5.5	99.4 ± 3.5	95.4 ± 2.5	95.9 ± 1.9	97.5 ± 1.6	np	..	96.1 ± 3.7	96.0 ± 1.1
Very remote	np	..	95.0 ± 3.9	97.3 ± 3.1	96.7 ± 3.4	np	..	94.4 ± 5.8	96.0 ± 1.8
Total	96.1 ± 0.4	95.8 ± 0.5	96.2 ± 0.4	96.9 ± 0.4	95.5 ± 0.6	95.3 ± 1.1	96.6 ± 1.4	95.2 ± 2.1	96.1 ± 0.2
All students									
Metropolitan	96.0 ± 0.5	95.7 ± 0.6	96.0 ± 0.5	96.6 ± 0.5	94.9 ± 0.9	94.7 ± 1.8	96.3 ± 1.5	..	95.9 ± 0.3
Provincial	94.1 ± 0.7	94.7 ± 0.9	94.4 ± 0.8	95.3 ± 1.2	95.1 ± 1.0	95.0 ± 1.7	..	91.4 ± 3.9	94.5 ± 0.4
Remote	81.6 ± 8.8	99.4 ± 3.4	88.7 ± 5.1	90.6 ± 3.4	96.9 ± 2.2	np	..	79.3 ± 12.0	88.6 ± 2.9
Very remote	78.6 ± 14.6	..	79.0 ± 7.6	73.1 ± 7.9	69.8 ± 20.0	np	..	36.9 ± 9.4	61.5 ± 6.3
Total	95.5 ± 0.4	95.5 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	94.8 ± 0.7	94.8 ± 1.2	96.3 ± 1.5	74.4 ± 7.9	95.1 ± 0.2
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	82.6 ± 2.6	82.3 ± 4.5	81.2 ± 2.9	81.9 ± 4.9	74.8 ± 5.0	81.9 ± 7.0	82.8 ± 8.5	..	81.5 ± 1.7
Provincial	80.6 ± 2.6	84.3 ± 4.5	79.0 ± 3.8	80.9 ± 5.8	76.6 ± 6.4	89.4 ± 4.0	..	74.0 ± 7.2	80.4 ± 1.8
Remote	70.6 ± 14.4	np	59.3 ± 18.3	69.4 ± 9.1	np	np	..	52.5 ± 14.2	63.4 ± 6.9
Very remote	np	..	55.5 ± 12.9	53.4 ± 12.0	49.7 ± 20.3	np	..	22.9 ± 7.6	40.7 ± 7.1
Total	81.1 ± 1.8	83.3 ± 3.0	77.8 ± 2.6	74.2 ± 4.4	73.2 ± 4.0	86.2 ± 3.6	82.8 ± 8.5	44.1 ± 8.5	76.2 ± 1.5
Non-Indigenous students									
Metropolitan	95.6 ± 0.5	95.1 ± 0.7	95.7 ± 0.7	96.6 ± 0.7	93.9 ± 1.8	93.8 ± 2.3	95.3 ± 1.6	..	95.5 ± 0.3
Provincial	94.1 ± 0.7	94.6 ± 0.9	94.9 ± 0.8	95.4 ± 1.2	92.7 ± 1.8	94.7 ± 1.4	..	92.5 ± 4.5	94.4 ± 0.4
Remote	90.4 ± 8.3	96.1 ± 3.3	91.0 ± 3.3	95.6 ± 1.8	92.4 ± 4.0	np	..	95.2 ± 3.7	93.6 ± 1.7
Very remote	np	..	93.6 ± 3.9	94.9 ± 3.7	94.5 ± 7.4	np	..	96.2 ± 4.3	94.3 ± 2.8
Total	95.3 ± 0.4	95.0 ± 0.6	95.4 ± 0.5	96.4 ± 0.6	93.6 ± 1.4	94.3 ± 1.3	95.3 ± 1.6	93.1 ± 3.5	95.2 ± 0.3
All students									
Metropolitan	95.1 ± 0.6	94.9 ± 0.7	94.9 ± 0.7	95.9 ± 0.9	93.2 ± 1.8	92.9 ± 2.5	94.9 ± 1.7	..	94.9 ± 0.3

Table 4A.109 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2014 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	92.6 ± 0.8	94.2 ± 1.0	93.4 ± 1.0	94.2 ± 1.6	91.7 ± 2.0	94.0 ± 1.4	..	89.3 ± 4.7	93.2 ± 0.5
Remote	80.9 ± 11.3	96.2 ± 3.2	82.0 ± 7.4	87.8 ± 4.6	91.2 ± 5.2	np	..	77.8 ± 12.5	84.9 ± 3.4
Very remote	78.0 ± 16.7	..	71.7 ± 11.1	68.4 ± 11.5	70.6 ± 17.7	np	..	30.5 ± 11.8	57.3 ± 7.6
Total	94.5 ± 0.5	94.8 ± 0.6	94.2 ± 0.6	94.7 ± 0.9	92.6 ± 1.4	93.5 ± 1.4	94.9 ± 1.7	74.2 ± 7.8	94.1 ± 0.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.115. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for years 2008-2012 were included in earlier Reports. Data for 2013 are at table 4A.127.
- .. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.110

Table 4A.110 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.2	97.8 ± 0.3	98.2 ± 0.3	98.1 ± 0.4	97.7 ± 0.6	98.5 ± 0.7	97.5 ± 1.0	96.5 ± 2.1	98.1 ± 0.1
Advanced diploma/diploma	96.7 ± 0.4	96.3 ± 0.5	96.6 ± 0.5	96.1 ± 0.8	96.4 ± 1.1	95.9 ± 1.9	97.2 ± 1.8	95.5 ± 2.8	96.5 ± 0.2
Certificate I to IV (e)	94.8 ± 0.5	95.0 ± 0.5	94.8 ± 0.5	94.3 ± 0.8	93.0 ± 1.0	94.5 ± 1.3	95.2 ± 1.7	84.8 ± 4.3	94.6 ± 0.3
Year 12 or equivalent	93.4 ± 0.9	93.9 ± 0.8	93.1 ± 0.8	93.5 ± 1.1	93.3 ± 1.4	94.1 ± 3.0	94.0 ± 3.4	84.5 ± 6.8	93.4 ± 0.4
Year 11 or equivalent or below	86.7 ± 1.0	87.5 ± 1.4	85.5 ± 1.4	85.2 ± 2.0	84.3 ± 2.5	88.6 ± 2.5	90.5 ± 5.2	50.7 ± 6.8	85.7 ± 0.6
Not stated (f)	91.4 ± 1.3	92.7 ± 1.9	90.4 ± 1.3	87.1 ± 2.2	86.2 ± 3.0	92.7 ± 2.9	96.9 ± 2.5	44.3 ± 15.3	88.1 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.2	98.4 ± 0.3	98.4 ± 0.3	98.4 ± 0.4	98.0 ± 0.6	98.6 ± 0.7	97.7 ± 0.9	95.9 ± 1.9	98.4 ± 0.1
Other business managers and associate professionals	97.7 ± 0.3	97.7 ± 0.3	97.6 ± 0.4	96.9 ± 0.5	97.2 ± 0.7	96.9 ± 1.2	97.6 ± 1.3	92.3 ± 4.3	97.5 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.2 ± 0.4	96.5 ± 0.4	95.5 ± 0.4	95.4 ± 0.8	95.3 ± 0.9	96.3 ± 1.4	96.0 ± 2.1	90.0 ± 3.7	95.9 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.2 ± 0.7	93.0 ± 0.7	91.5 ± 0.8	91.7 ± 1.1	91.6 ± 1.3	93.1 ± 2.0	93.0 ± 4.4	66.3 ± 8.1	92.3 ± 0.4
Not in paid work in previous 12 months	86.7 ± 1.1	86.6 ± 1.3	84.5 ± 1.6	85.0 ± 2.4	84.4 ± 2.8	88.3 ± 2.8	89.9 ± 5.6	47.6 ± 7.7	85.5 ± 0.7
Not stated (h)	89.8 ± 1.0	93.4 ± 1.9	90.7 ± 1.1	88.5 ± 1.6	85.8 ± 2.2	89.9 ± 3.3	94.6 ± 2.5	42.1 ± 10.5	88.5 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	98.1 ± 0.2	97.7 ± 0.3	98.2 ± 0.3	98.0 ± 0.4	97.4 ± 0.6	98.2 ± 1.0	97.7 ± 0.9	96.5 ± 1.8	98.0 ± 0.1
Advanced diploma/diploma	96.4 ± 0.4	95.7 ± 0.5	95.4 ± 0.6	94.9 ± 0.8	94.6 ± 1.2	96.1 ± 1.8	94.5 ± 2.3	94.7 ± 2.8	95.7 ± 0.3
Certificate I to IV (e)	93.2 ± 0.5	93.6 ± 0.6	93.1 ± 0.6	93.2 ± 0.8	92.4 ± 1.1	93.6 ± 1.4	94.6 ± 2.5	83.1 ± 4.8	93.2 ± 0.3

TABLE 4A.110

Table 4A.110 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	92.7 ± 0.9	93.5 ± 0.9	91.8 ± 0.9	91.3 ± 1.3	91.3 ± 1.5	88.7 ± 3.4	93.6 ± 3.2	84.4 ± 7.3	92.3 ± 0.5
Year 11 or equivalent or below	84.5 ± 1.0	87.0 ± 1.4	81.4 ± 1.5	81.9 ± 2.1	81.0 ± 2.3	84.7 ± 3.2	89.4 ± 5.8	45.0 ± 8.3	83.4 ± 0.6
Not stated (f)	90.1 ± 1.3	93.4 ± 1.6	88.3 ± 1.6	83.9 ± 2.5	84.8 ± 2.9	88.2 ± 4.7	94.3 ± 2.6	40.9 ± 13.5	86.1 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	98.3 ± 0.2	98.4 ± 0.3	98.2 ± 0.3	98.0 ± 0.5	97.3 ± 0.6	97.7 ± 1.0	97.9 ± 0.9	95.2 ± 2.3	98.1 ± 0.1
Other business managers and associate professionals	97.4 ± 0.3	97.0 ± 0.4	96.8 ± 0.4	96.4 ± 0.6	96.2 ± 0.7	96.6 ± 1.2	97.3 ± 1.2	90.7 ± 4.9	96.9 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.0 ± 0.5	95.7 ± 0.5	94.2 ± 0.5	93.7 ± 0.8	94.4 ± 1.0	94.8 ± 1.5	94.2 ± 2.0	87.8 ± 3.8	94.7 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.1 ± 0.7	91.8 ± 0.8	89.1 ± 1.0	89.2 ± 1.3	88.9 ± 1.5	90.1 ± 2.5	93.3 ± 3.5	60.2 ± 10.2	90.2 ± 0.5
Not in paid work in previous 12 months	84.3 ± 1.3	85.1 ± 1.4	80.0 ± 2.2	80.3 ± 2.7	82.3 ± 3.7	80.5 ± 4.6	87.5 ± 5.3	42.1 ± 9.2	82.8 ± 0.8
Not stated (h)	88.5 ± 1.2	93.4 ± 1.9	87.4 ± 1.3	85.7 ± 1.9	83.6 ± 2.3	88.1 ± 3.7	92.8 ± 2.7	40.2 ± 9.4	86.2 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.3	98.1 ± 0.4	98.5 ± 0.3	98.6 ± 0.4	98.5 ± 0.5	99.0 ± 0.6	98.7 ± 0.7	97.2 ± 2.1	98.4 ± 0.2
Advanced diploma/diploma	97.0 ± 0.4	96.4 ± 0.6	97.2 ± 0.6	97.6 ± 0.6	96.9 ± 0.8	97.7 ± 1.3	96.5 ± 1.8	95.9 ± 2.4	96.9 ± 0.3
Certificate I to IV (e)	94.9 ± 0.4	94.9 ± 0.6	95.5 ± 0.5	96.2 ± 0.8	95.6 ± 0.8	95.5 ± 1.3	93.8 ± 2.3	88.6 ± 4.1	95.1 ± 0.2
Year 12 or equivalent	94.8 ± 0.8	95.0 ± 0.9	94.2 ± 1.0	95.4 ± 1.1	94.4 ± 1.4	90.8 ± 4.4	93.0 ± 3.8	88.6 ± 7.3	94.6 ± 0.4
Year 11 or equivalent or below	87.8 ± 1.1	88.1 ± 1.6	88.1 ± 1.3	90.0 ± 1.8	88.2 ± 1.9	88.8 ± 2.7	89.4 ± 7.6	61.5 ± 10.5	87.8 ± 0.7
Not stated (f)	93.1 ± 1.5	96.0 ± 1.3	92.4 ± 1.4	90.4 ± 1.8	90.5 ± 2.4	93.3 ± 3.3	92.1 ± 7.1	49.5 ± 15.2	90.6 ± 1.1
Parental occupation (g)									

TABLE 4A.110

Table 4A.110 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Senior management and qualified professionals	98.5 ± 0.3	98.5 ± 0.3	98.6 ± 0.3	98.6 ± 0.4	98.2 ± 0.6	98.6 ± 0.7	98.8 ± 0.6	97.0 ± 1.7	98.5 ± 0.1
Other business managers and associate professionals	97.9 ± 0.3	97.7 ± 0.4	97.9 ± 0.4	97.9 ± 0.5	98.0 ± 0.7	97.9 ± 0.9	97.8 ± 1.1	96.5 ± 1.9	97.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.8 ± 0.4	96.2 ± 0.5	96.0 ± 0.6	96.7 ± 0.7	96.7 ± 0.7	96.2 ± 1.3	95.4 ± 2.6	90.6 ± 3.3	96.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.2 ± 0.7	93.2 ± 0.9	92.3 ± 1.0	94.2 ± 1.1	93.6 ± 1.4	93.0 ± 2.1	88.5 ± 4.5	77.2 ± 9.6	93.0 ± 0.4
Not in paid work in previous 12 months	87.0 ± 1.4	85.7 ± 1.9	86.6 ± 2.0	86.4 ± 2.4	87.9 ± 2.6	85.7 ± 4.2	89.8 ± 6.8	47.5 ± 11.1	85.9 ± 0.9
Not stated (h)	90.8 ± 1.3	96.2 ± 1.3	91.7 ± 1.2	91.2 ± 1.4	89.1 ± 1.9	92.6 ± 2.9	89.2 ± 5.6	46.3 ± 9.9	90.0 ± 0.9
Year 9									
Parental education (d)									
Bachelor degree or above	98.5 ± 0.3	98.1 ± 0.4	98.2 ± 0.4	98.6 ± 0.4	98.1 ± 0.7	98.5 ± 0.9	97.9 ± 1.1	96.8 ± 2.2	98.3 ± 0.2
Advanced diploma/diploma	96.8 ± 0.4	96.2 ± 0.6	96.5 ± 0.5	97.5 ± 0.6	95.1 ± 1.1	97.1 ± 1.7	96.0 ± 1.9	94.4 ± 3.3	96.5 ± 0.2
Certificate I to IV (e)	94.0 ± 0.5	94.1 ± 0.7	94.4 ± 0.7	95.5 ± 0.9	93.3 ± 1.2	94.7 ± 1.3	92.5 ± 3.0	86.3 ± 4.6	94.1 ± 0.3
Year 12 or equivalent	94.0 ± 0.9	94.0 ± 0.9	93.3 ± 1.0	95.8 ± 1.3	92.8 ± 2.0	91.4 ± 3.6	93.1 ± 4.1	85.6 ± 7.0	93.8 ± 0.5
Year 11 or equivalent or below	85.4 ± 1.2	87.4 ± 1.4	86.7 ± 1.4	87.7 ± 2.0	83.6 ± 2.5	87.2 ± 2.3	84.1 ± 7.5	60.3 ± 10.0	86.0 ± 0.7
Not stated (f)	90.4 ± 1.4	93.9 ± 1.6	90.5 ± 1.5	88.5 ± 3.4	87.1 ± 4.3	89.8 ± 5.4	89.6 ± 6.4	47.9 ± 15.8	88.9 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.5 ± 0.3	98.4 ± 0.4	98.0 ± 0.4	98.6 ± 0.4	98.0 ± 0.7	98.3 ± 0.9	97.5 ± 1.4	94.9 ± 2.8	98.3 ± 0.2
Other business managers and associate professionals	97.5 ± 0.3	97.2 ± 0.4	97.4 ± 0.4	97.5 ± 0.6	96.9 ± 0.8	97.7 ± 1.1	97.2 ± 1.4	94.8 ± 3.3	97.4 ± 0.2

TABLE 4A.110

Table 4A.110 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	95.4 ± 0.4	95.5 ± 0.7	95.1 ± 0.6	96.2 ± 0.8	94.7 ± 1.2	96.3 ± 1.3	93.8 ± 2.9	86.7 ± 5.3	95.3 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.9 ± 0.9	91.9 ± 0.9	90.5 ± 1.1	92.4 ± 1.5	90.2 ± 1.9	91.8 ± 2.1	88.8 ± 6.4	73.5 ± 8.9	91.4 ± 0.4
Not in paid work in previous 12 months	83.9 ± 1.7	85.0 ± 1.8	83.4 ± 2.0	84.9 ± 4.1	82.2 ± 2.9	80.7 ± 3.7	82.9 ± 7.9	49.5 ± 10.8	83.7 ± 0.9
Not stated (h)	88.9 ± 1.3	94.3 ± 1.7	89.9 ± 1.4	88.9 ± 2.6	84.5 ± 4.6	88.8 ± 4.2	87.3 ± 4.6	44.2 ± 10.7	88.2 ± 1.0

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.115. Readers are urged to be cautious when comparing results.

(c) Data for years 2008-2012 were included in earlier Reports. Data for 2013 are at table 4A.128.

(d) The higher level of school or non-school education that either parent/guardian has completed is reported.

(e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(f) Parental education may not have been stated on enrolment forms.

(g) The higher occupational group of either parent/guardian is reported.

(h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.111

Table 4A.111 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	348.1 ± 3.1	365.2 ± 5.0	336.0 ± 3.8	310.4 ± 5.9	316.4 ± 9.0	365.2 ± 6.8	356.1 ± 13.9	260.8 ± 13.7	331.5 ± 2.9
Non-Indigenous students	410.6 ± 1.7	414.8 ± 1.7	398.1 ± 2.0	399.0 ± 2.5	388.9 ± 2.8	398.2 ± 5.2	415.2 ± 4.9	388.4 ± 6.2	405.9 ± 0.9
All students	407.3 ± 1.8	413.9 ± 1.7	393.4 ± 2.1	392.5 ± 2.8	385.4 ± 3.0	396.3 ± 5.4	413.9 ± 5.0	338.1 ± 15.5	401.8 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students	433.0 ± 3.0	452.0 ± 4.8	422.3 ± 3.9	397.3 ± 5.4	407.5 ± 8.0	441.3 ± 7.6	442.7 ± 11.6	357.4 ± 11.0	417.9 ± 2.6
Non-Indigenous students	496.6 ± 1.8	497.3 ± 1.6	486.2 ± 1.9	486.9 ± 2.5	473.6 ± 2.8	479.6 ± 4.8	499.1 ± 5.0	469.9 ± 5.7	491.5 ± 0.9
All students	493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students	489.2 ± 3.1	490.6 ± 5.2	487.8 ± 4.1	469.0 ± 5.0	472.9 ± 7.3	498.1 ± 7.4	504.0 ± 16.9	422.5 ± 13.2	478.5 ± 2.8
Non-Indigenous students	553.6 ± 3.8	549.6 ± 3.0	547.8 ± 2.4	551.9 ± 3.6	536.5 ± 3.1	536.1 ± 6.7	558.3 ± 9.3	527.8 ± 11.8	549.7 ± 1.7
All students	550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
Year 9									
Aboriginal and Torres Strait Islander students	531.5 ± 3.2	538.3 ± 4.5	525.6 ± 3.9	518.0 ± 7.4	513.8 ± 5.9	541.2 ± 7.1	535.6 ± 12.4	467.6 ± 13.8	522.8 ± 2.5
Non-Indigenous students	598.0 ± 3.9	593.2 ± 3.8	583.7 ± 3.3	596.5 ± 5.4	576.3 ± 5.0	575.0 ± 6.8	596.2 ± 9.6	569.2 ± 11.5	591.4 ± 1.9
All students	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9

TABLE 4A.111

Table 4A.111 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 3									
<i>Mean scale score</i>	407.3 ± 1.8	413.9 ± 1.7	393.4 ± 2.1	392.5 ± 2.8	385.4 ± 3.0	396.3 ± 5.4	413.9 ± 5.0	338.1 ± 15.5	401.8 ± 1.0
Compared to									
NSW	407.3 ± 1.8	■	■	△	△	■	■	▲	■
Vic	413.9 ± 1.7	■	..	△	△	△	■	▲	■
Qld	393.4 ± 2.1	■	▽	..	■	■	▽	▲	■
WA	392.5 ± 2.8	▽	▽	■	..	■	▽	▲	■
SA	385.4 ± 3.0	▽	▽	■	■	..	▽	▲	▽
Tas	396.3 ± 5.4	■	▽	■	■	■	..	▽	■
ACT	413.9 ± 5.0	■	■	△	△	△	△	..	■
NT	338.1 ± 15.5	▼	▼	▼	▼	▼	▼	▼	..
Aust	401.8 ± 1.0	■	■	■	■	△	■	▲	..
Statistical difference of mean scale scores, all students, year 5									
<i>Mean scale score</i>	493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
Compared to									
NSW	493.4 ± 1.9	■	■	■	△	△	■	▲	■
Vic	496.6 ± 1.7	■	..	△	△	△	■	▲	■
Qld	481.7 ± 2.1	■	▽	..	■	■	▽	▲	■
WA	480.6 ± 2.8	■	▽	■	..	■	▽	▲	■
SA	470.9 ± 2.9	▽	▽	■	■	..	▽	▲	▽
Tas	477.3 ± 4.8	▽	▽	■	■	■	..	▽	■
ACT	497.4 ± 5.0	■	■	△	△	△	△	..	■
NT	422.7 ± 13.4	▼	▼	▼	▼	▼	▼	▼	..
Aust	487.6 ± 1.0	■	■	■	■	△	■	▲	..

TABLE 4A.111

Table 4A.111 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 7									
Mean scale score	550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
Compared to									
NSW	550.3 ± 3.8	■	■	■	△	△	■	▲	■
Vic	548.6 ± 3.0	■	■	■	△	△	■	▲	■
Qld	543.6 ± 2.5	■	■	■	■	■	■	▲	■
WA	545.5 ± 3.7	■	■	■	■	■	■	▲	■
SA	533.9 ± 3.1	▽	▽	■	■	■	▽	▲	■
Tas	533.1 ± 6.7	▽	▽	■	■	■	▽	▲	■
ACT	556.6 ± 9.6	■	■	■	■	△	△	■	■
NT	484.4 ± 18.6	▼	▼	▼	▼	▼	▼	■	▼
Aust	545.9 ± 1.7	■	■	■	■	■	■	▲	■
Statistical difference of mean scale scores, all students, year 9									
Mean scale score	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9
Compared to									
NSW	594.3 ± 3.8	■	△	■	△	△	■	▲	■
Vic	592.3 ± 3.8	■	■	■	△	△	■	▲	■
Qld	579.8 ± 3.4	▽	■	■	■	■	▽	▲	■
WA	591.1 ± 5.5	■	■	■	■	△	■	▲	■
SA	573.6 ± 5.3	▽	▽	■	▽	■	▽	▲	▽
Tas	572.8 ± 7.0	▽	▽	■	▽	■	▽	▲	▽
ACT	594.4 ± 9.7	■	△	■	△	△	■	▲	■
NT	532.0 ± 17.2	▼	▼	▼	▼	▼	▼	■	▼
Aust	587.8 ± 1.9	■	■	■	■	△	△	▲	■

Table 4A.111 **Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. Δ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.115. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010, 2011 and 2012 were included in earlier Reports. Data for 2013 are at table 4A.129.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.112

Table 4A.112 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	357.5 ± 4.2	373.2 ± 6.6	343.3 ± 5.1	329.1 ± 6.4	335.2 ± 8.7	362.0 ± 9.9	357.8 ± 14.3	..	349.0 ± 2.9
Provincial	342.6 ± 4.0	358.4 ± 6.7	340.8 ± 5.2	321.8 ± 10.4	312.7 ± 12.2	368.3 ± 9.6	np	323.7 ± 12.9	340.6 ± 2.8
Remote	315.9 ± 21.0	np	313.3 ± 16.4	299.8 ± 13.7	326.4 ± 21.7	np	..	288.5 ± 16.8	304.4 ± 8.2
Very remote	313.1 ± 25.5	..	298.9 ± 11.2	276.4 ± 11.6	245.7 ± 27.9	np	..	227.3 ± 14.1	261.0 ± 10.2
Total	348.1 ± 3.1	365.2 ± 5.0	336.0 ± 3.8	310.4 ± 5.9	316.4 ± 9.0	365.2 ± 6.8	356.1 ± 13.9	260.8 ± 13.7	331.5 ± 2.9
Non-Indigenous students									
Metropolitan	414.7 ± 2.1	418.1 ± 2.0	401.4 ± 2.6	404.4 ± 3.1	392.3 ± 3.6	403.2 ± 8.5	415.2 ± 4.9	..	410.2 ± 1.1
Provincial	395.7 ± 2.3	403.7 ± 2.5	390.2 ± 2.6	383.3 ± 3.8	379.5 ± 4.0	394.6 ± 6.5	np	387.7 ± 7.4	393.9 ± 1.3
Remote	389.3 ± 15.6	402.3 ± 23.6	385.6 ± 6.6	382.3 ± 5.4	380.4 ± 7.3	368.9 ± 21.1	..	394.9 ± 12.3	385.0 ± 3.7
Very remote	np	..	384.6 ± 11.5	374.5 ± 7.3	389.6 ± 19.4	np	..	377.1 ± 11.8	380.3 ± 6.0
Total	410.6 ± 1.7	414.8 ± 1.7	398.1 ± 2.0	399.0 ± 2.5	388.9 ± 2.8	398.2 ± 5.2	415.2 ± 4.9	388.4 ± 6.2	405.9 ± 0.9
All students									
Metropolitan	413.0 ± 2.1	417.5 ± 2.0	398.2 ± 2.7	401.6 ± 3.2	390.1 ± 3.6	400.0 ± 8.6	414.0 ± 5.0	..	408.2 ± 1.2
Provincial	389.5 ± 2.5	402.0 ± 2.5	385.1 ± 2.8	377.7 ± 4.4	375.6 ± 4.6	394.1 ± 7.0	np	379.7 ± 12.0	389.2 ± 1.4
Remote	361.6 ± 18.0	402.0 ± 22.5	368.8 ± 10.3	362.0 ± 10.6	377.4 ± 7.6	363.9 ± 23.3	..	353.2 ± 21.7	364.9 ± 5.9
Very remote	360.6 ± 34.1	..	334.2 ± 13.5	319.2 ± 16.3	307.6 ± 41.6	np	..	246.6 ± 22.4	301.8 ± 12.1
Total	407.3 ± 1.8	413.9 ± 1.7	393.4 ± 2.1	392.5 ± 2.8	385.4 ± 3.0	396.3 ± 5.4	413.9 ± 5.0	338.1 ± 15.5	401.8 ± 1.0
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	444.2 ± 3.6	457.2 ± 6.4	429.5 ± 4.8	421.1 ± 6.3	422.9 ± 6.9	443.1 ± 13.7	444.4 ± 11.7	..	435.9 ± 2.6
Provincial	425.8 ± 4.3	447.6 ± 7.1	429.1 ± 6.1	401.6 ± 9.7	408.7 ± 12.0	440.1 ± 9.5	np	422.2 ± 10.6	426.3 ± 2.8
Remote	398.4 ± 18.2	np	401.0 ± 18.4	388.6 ± 11.1	np	np	..	376.7 ± 11.9	391.8 ± 7.6

TABLE 4A.112

Table 4A.112 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	405.3 ± 19.2	..	378.9 ± 11.8	364.4 ± 11.4	336.6 ± 17.5	np	..	326.8 ± 10.3	351.2 ± 7.8
Total	433.0 ± 3.0	452.0 ± 4.8	422.3 ± 3.9	397.3 ± 5.4	407.5 ± 8.0	441.3 ± 7.6	442.7 ± 11.6	357.4 ± 11.0	417.9 ± 2.6
Non-Indigenous students									
Metropolitan	501.1 ± 2.2	500.8 ± 2.0	490.1 ± 2.5	491.9 ± 3.0	476.7 ± 3.5	482.4 ± 8.0	499.1 ± 5.0	..	495.9 ± 1.1
Provincial	480.4 ± 2.2	485.6 ± 2.3	476.8 ± 2.3	473.0 ± 3.8	464.6 ± 3.9	477.2 ± 5.6	np	468.9 ± 7.2	478.7 ± 1.2
Remote	483.5 ± 10.7	482.8 ± 18.1	471.8 ± 6.3	469.6 ± 7.1	468.6 ± 7.0	480.7 ± 22.0	..	469.2 ± 9.7	471.6 ± 3.5
Very remote	np	..	467.0 ± 11.3	462.1 ± 9.4	461.6 ± 22.3	np	..	484.6 ± 12.5	466.8 ± 6.9
Total	496.6 ± 1.8	497.3 ± 1.6	486.2 ± 1.9	486.9 ± 2.5	473.6 ± 2.8	479.6 ± 4.8	499.1 ± 5.0	469.9 ± 5.7	491.5 ± 0.9
All students									
Metropolitan	499.5 ± 2.2	500.3 ± 2.0	487.2 ± 2.6	489.2 ± 3.1	475.2 ± 3.5	480.1 ± 8.1	497.5 ± 5.0	..	494.1 ± 1.2
Provincial	474.3 ± 2.4	484.4 ± 2.4	472.1 ± 2.6	467.1 ± 4.3	461.5 ± 4.2	475.0 ± 5.9	np	463.1 ± 10.4	474.4 ± 1.3
Remote	451.8 ± 18.1	481.8 ± 16.5	455.2 ± 10.6	449.2 ± 10.7	466.2 ± 7.3	478.1 ± 22.8	..	432.0 ± 16.9	451.4 ± 5.7
Very remote	438.5 ± 26.9	..	415.2 ± 14.8	406.1 ± 16.5	399.5 ± 30.2	np	..	345.0 ± 20.8	389.7 ± 10.9
Total	493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	497.8 ± 4.3	495.0 ± 8.4	494.8 ± 4.9	486.1 ± 5.6	480.0 ± 6.7	492.2 ± 12.5	504.0 ± 16.9	..	493.9 ± 2.6
Provincial	483.7 ± 4.0	486.3 ± 6.6	493.4 ± 5.9	478.7 ± 8.3	480.3 ± 7.8	501.8 ± 7.9	..	471.0 ± 12.6	485.5 ± 2.7
Remote	453.5 ± 11.9	np	458.2 ± 13.9	464.3 ± 12.9	474.1 ± 20.0	np	..	443.8 ± 13.9	456.5 ± 7.8
Very remote	np	..	453.3 ± 15.1	436.6 ± 9.9	410.4 ± 40.6	np	..	394.8 ± 13.5	419.4 ± 9.9
Total	489.2 ± 3.1	490.6 ± 5.2	487.8 ± 4.1	469.0 ± 5.0	472.9 ± 7.3	498.1 ± 7.4	504.0 ± 16.9	422.5 ± 13.2	478.5 ± 2.8
Non-Indigenous students									
Metropolitan	559.6 ± 4.7	554.4 ± 3.6	552.1 ± 3.1	557.1 ± 4.5	539.7 ± 3.9	538.9 ± 11.5	558.3 ± 9.3	..	555.0 ± 2.1
Provincial	533.3 ± 3.1	533.8 ± 3.5	537.9 ± 2.7	537.7 ± 4.7	527.9 ± 4.2	534.0 ± 7.6	..	523.4 ± 12.5	534.1 ± 1.6

TABLE 4A.112

Table 4A.112 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	513.3 ± 13.4	549.8 ± 25.6	529.0 ± 7.4	531.7 ± 6.7	532.2 ± 9.0	np	..	541.3 ± 26.1	531.6 ± 5.6
Very remote	np	..	519.3 ± 12.6	529.2 ± 12.2	526.8 ± 13.2	np	..	537.8 ± 19.8	526.5 ± 7.3
Total	553.6 ± 3.8	549.6 ± 3.0	547.8 ± 2.4	551.9 ± 3.6	536.5 ± 3.1	536.1 ± 6.7	558.3 ± 9.3	527.8 ± 11.8	549.7 ± 1.7
All students									
Metropolitan	557.7 ± 4.7	553.7 ± 3.6	549.3 ± 3.2	554.0 ± 4.5	538.0 ± 4.0	535.4 ± 11.6	556.6 ± 9.6	..	553.1 ± 2.1
Provincial	527.9 ± 3.3	532.1 ± 3.6	533.5 ± 2.9	532.6 ± 5.0	525.2 ± 4.3	531.5 ± 7.5	..	518.6 ± 17.6	530.1 ± 1.7
Remote	483.7 ± 19.3	549.3 ± 25.3	510.3 ± 11.0	512.3 ± 10.3	528.8 ± 9.6	np	..	496.9 ± 36.0	509.9 ± 8.2
Very remote	468.3 ± 28.0	..	478.4 ± 13.8	470.9 ± 14.8	466.2 ± 41.1	np	..	407.2 ± 19.2	449.9 ± 11.9
Total	550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	536.9 ± 4.9	540.7 ± 6.7	533.2 ± 5.4	536.2 ± 9.1	516.4 ± 8.4	535.1 ± 12.8	535.6 ± 12.4	..	534.3 ± 2.9
Provincial	529.0 ± 4.1	536.0 ± 6.1	525.5 ± 5.5	523.7 ± 9.4	519.3 ± 10.1	546.0 ± 8.3	..	513.7 ± 10.1	527.7 ± 2.9
Remote	502.5 ± 15.8	np	492.4 ± 23.6	506.0 ± 16.6	np	np	..	484.0 ± 19.7	497.5 ± 10.0
Very remote	np	..	487.7 ± 13.0	483.4 ± 21.2	479.3 ± 28.0	np	..	433.9 ± 14.0	462.6 ± 11.3
Total	531.5 ± 3.2	538.3 ± 4.5	525.6 ± 3.9	518.0 ± 7.4	513.8 ± 5.9	541.2 ± 7.1	535.6 ± 12.4	467.6 ± 13.8	522.8 ± 2.5
Non-Indigenous students									
Metropolitan	604.0 ± 4.8	597.7 ± 4.7	587.1 ± 4.3	601.4 ± 6.5	579.8 ± 6.5	579.3 ± 12.0	596.2 ± 9.6	..	596.5 ± 2.4
Provincial	577.7 ± 3.3	579.1 ± 4.2	576.1 ± 3.4	582.7 ± 6.8	566.9 ± 5.2	572.0 ± 7.6	..	568.0 ± 12.9	576.9 ± 1.8
Remote	554.6 ± 12.9	618.5 ± 27.0	557.9 ± 7.6	571.8 ± 9.7	566.5 ± 20.1	np	..	574.5 ± 27.8	568.0 ± 7.6
Very remote	np	..	559.4 ± 8.4	567.9 ± 7.8	559.7 ± 16.6	np	..	564.2 ± 14.2	561.8 ± 5.5
Total	598.0 ± 3.9	593.2 ± 3.8	583.7 ± 3.3	596.5 ± 5.4	576.3 ± 5.0	575.0 ± 6.8	596.2 ± 9.6	569.2 ± 11.5	591.4 ± 1.9
All students									
Metropolitan	601.5 ± 4.7	597.0 ± 4.7	584.4 ± 4.4	598.9 ± 6.6	578.0 ± 6.8	576.4 ± 12.4	594.4 ± 9.7	..	594.4 ± 2.4

Table 4A.112 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	572.2 ± 3.5	577.7 ± 4.2	571.0 ± 3.6	577.2 ± 7.6	563.6 ± 5.7	570.3 ± 7.8	..	561.5 ± 15.9	572.7 ± 1.9
Remote	529.1 ± 16.7	615.6 ± 28.0	539.5 ± 13.0	552.1 ± 12.3	562.5 ± 21.6	np	..	538.7 ± 32.9	547.9 ± 8.5
Very remote	516.8 ± 35.0	..	517.8 ± 16.3	514.3 ± 22.1	517.3 ± 27.0	np	..	447.6 ± 21.1	493.5 ± 13.1
Total	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.115. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for 2010-2012 were included in previous Reports. Data for 2013 are at table 4A.130.
.. Not applicable. **np** Not published.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.113

Table 4A.113 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	442.2 ± 1.6	440.1 ± 1.6	428.4 ± 1.9	428.9 ± 2.5	418.8 ± 2.8	440.6 ± 6.0	433.8 ± 4.3	409.8 ± 6.9	435.9 ± 0.9
Advanced diploma/diploma	406.3 ± 1.6	407.5 ± 1.8	394.9 ± 2.0	392.7 ± 2.8	389.0 ± 3.5	406.4 ± 6.6	391.7 ± 5.0	383.4 ± 7.6	401.4 ± 0.9
Certificate I to IV (e)	385.9 ± 1.4	394.4 ± 1.5	381.2 ± 1.7	378.7 ± 2.6	373.6 ± 2.5	383.2 ± 4.2	383.8 ± 6.9	352.9 ± 9.3	384.7 ± 0.8
Year 12 or equivalent	383.1 ± 3.1	396.7 ± 2.8	375.9 ± 2.5	379.5 ± 3.5	372.7 ± 3.9	372.3 ± 6.9	388.3 ± 8.6	357.1 ± 14.7	383.0 ± 1.4
Year 11 or equivalent or below	352.4 ± 2.0	370.2 ± 2.5	348.2 ± 2.9	346.0 ± 4.1	343.6 ± 4.0	355.4 ± 6.0	376.3 ± 28.8	275.4 ± 11.6	353.0 ± 1.3
Not stated (f)	392.3 ± 5.9	419.3 ± 8.0	374.7 ± 4.8	368.9 ± 6.5	366.0 ± 6.8	401.3 ± 17.5	414.6 ± 8.6	278.5 ± 45.7	378.0 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	442.4 ± 1.7	443.3 ± 1.8	427.6 ± 2.1	427.7 ± 2.8	419.3 ± 3.1	438.0 ± 6.3	435.2 ± 5.1	401.6 ± 10.8	436.0 ± 1.0
Other business managers and associate professionals	419.8 ± 1.5	423.1 ± 1.7	406.7 ± 1.8	404.8 ± 2.8	398.9 ± 2.9	408.5 ± 5.6	412.1 ± 5.3	380.4 ± 11.3	414.7 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	395.5 ± 1.5	405.3 ± 1.6	387.1 ± 1.8	385.1 ± 2.6	381.8 ± 2.7	392.5 ± 5.3	396.6 ± 6.6	370.7 ± 8.4	393.8 ± 0.9
Machine operators, hospitality staff, assistants, labourers	378.6 ± 2.0	387.9 ± 2.0	366.7 ± 2.3	369.0 ± 3.2	367.1 ± 3.2	370.0 ± 5.0	370.8 ± 11.1	314.1 ± 15.8	376.3 ± 1.1
Not in paid work in previous 12 months	360.3 ± 2.4	376.3 ± 2.5	349.0 ± 3.7	353.2 ± 5.5	351.2 ± 5.7	356.8 ± 6.5	369.7 ± 13.7	275.3 ± 12.7	361.1 ± 1.5
Not stated (h)	380.2 ± 4.1	421.6 ± 9.0	373.8 ± 3.7	370.5 ± 4.7	358.6 ± 5.0	388.2 ± 15.5	398.6 ± 8.0	266.3 ± 25.9	374.2 ± 2.5
Year 5									
Parental education (d)									
Bachelor degree or above	529.7 ± 2.1	522.9 ± 1.7	515.4 ± 2.1	516.6 ± 2.6	502.3 ± 3.3	520.3 ± 5.1	517.3 ± 4.8	491.5 ± 7.0	521.5 ± 1.1
Advanced diploma/diploma	493.0 ± 1.6	491.5 ± 1.8	483.1 ± 1.9	481.4 ± 2.6	474.1 ± 3.0	484.5 ± 5.8	480.9 ± 6.5	464.2 ± 7.0	487.7 ± 0.9
Certificate I to IV (e)	471.6 ± 1.3	478.1 ± 1.4	470.0 ± 1.6	468.6 ± 2.2	460.7 ± 2.3	468.7 ± 3.9	467.8 ± 5.5	441.6 ± 7.9	471.3 ± 0.7

TABLE 4A.113

Table 4A.113 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	476.0 ± 2.7	481.2 ± 2.6	467.9 ± 2.3	468.0 ± 3.3	460.4 ± 3.4	459.7 ± 7.2	479.0 ± 7.5	447.1 ± 10.4	472.7 ± 1.3
Year 11 or equivalent or below	443.9 ± 1.9	461.5 ± 2.3	438.8 ± 2.7	436.7 ± 3.5	432.3 ± 3.7	438.1 ± 5.7	453.5 ± 15.5	373.8 ± 13.1	444.2 ± 1.2
Not stated (f)	478.2 ± 4.6	507.4 ± 6.8	467.0 ± 4.5	458.0 ± 6.8	455.4 ± 5.1	473.8 ± 16.5	492.8 ± 8.1	373.5 ± 33.6	467.5 ± 3.2
Parental occupation (g)									
Senior management and qualified professionals	527.7 ± 2.2	524.9 ± 2.0	515.1 ± 2.3	514.2 ± 2.9	502.7 ± 3.7	516.2 ± 5.5	518.6 ± 5.3	486.2 ± 10.5	520.6 ± 1.1
Other business managers and associate professionals	504.4 ± 1.7	503.8 ± 1.6	492.9 ± 1.8	490.9 ± 2.4	482.9 ± 2.6	489.2 ± 4.7	497.5 ± 4.3	467.1 ± 11.9	498.6 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	482.4 ± 1.5	487.6 ± 1.5	474.5 ± 1.6	472.1 ± 2.5	466.6 ± 2.5	473.8 ± 4.7	470.8 ± 5.0	450.0 ± 7.3	479.3 ± 0.8
Machine operators, hospitality staff, assistants, labourers	466.6 ± 2.1	474.7 ± 2.0	456.4 ± 2.2	458.0 ± 3.2	451.1 ± 3.0	454.6 ± 5.0	471.5 ± 11.4	404.5 ± 15.5	464.1 ± 1.2
Not in paid work in previous 12 months	449.9 ± 2.8	464.4 ± 2.3	441.4 ± 4.0	442.9 ± 5.2	440.2 ± 5.5	433.6 ± 7.0	465.9 ± 14.3	371.0 ± 13.2	450.9 ± 1.6
Not stated (h)	470.6 ± 3.6	508.5 ± 7.8	462.6 ± 3.5	461.0 ± 4.9	448.4 ± 4.4	467.5 ± 13.4	483.2 ± 8.0	365.9 ± 18.5	463.9 ± 2.4
Year 7									
Parental education (d)									
Bachelor degree or above	593.0 ± 5.2	579.8 ± 3.2	580.7 ± 2.9	585.0 ± 4.1	569.6 ± 3.6	576.2 ± 5.3	579.3 ± 7.9	549.3 ± 13.3	584.3 ± 2.3
Advanced diploma/diploma	548.7 ± 3.0	542.4 ± 2.2	544.8 ± 2.4	547.4 ± 3.2	536.1 ± 3.2	542.1 ± 6.4	542.5 ± 8.9	522.2 ± 10.6	545.0 ± 1.4
Certificate I to IV (e)	525.2 ± 1.9	526.3 ± 1.8	530.2 ± 1.9	531.8 ± 2.5	522.8 ± 2.5	523.3 ± 4.7	523.0 ± 7.8	498.8 ± 10.0	526.5 ± 1.0
Year 12 or equivalent	535.2 ± 3.9	537.7 ± 6.1	530.3 ± 2.6	531.1 ± 4.0	524.5 ± 3.5	515.5 ± 9.0	525.0 ± 9.8	499.6 ± 15.5	532.7 ± 2.2
Year 11 or equivalent or below	498.7 ± 2.7	509.9 ± 2.9	500.9 ± 2.6	502.5 ± 3.5	497.2 ± 3.2	498.8 ± 5.8	526.3 ± 40.2	448.9 ± 14.4	501.6 ± 1.5
Not stated (f)	541.2 ± 6.9	572.7 ± 9.3	533.1 ± 6.8	525.5 ± 7.2	522.7 ± 6.0	526.4 ± 10.2	549.6 ± 12.4	438.6 ± 44.6	533.7 ± 4.1

TABLE 4A.113

Table 4A.113 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	588.3 ± 4.7	580.4 ± 3.6	579.0 ± 3.1	580.3 ± 4.7	566.0 ± 4.2	571.0 ± 7.0	579.1 ± 8.5	545.0 ± 15.9	581.5 ± 2.1
Other business managers and associate professionals	561.7 ± 3.6	555.1 ± 2.7	555.5 ± 2.3	555.5 ± 3.2	546.2 ± 2.8	546.5 ± 5.9	551.5 ± 6.7	536.7 ± 13.5	556.5 ± 1.6
Tradespeople, clerks, skilled office, sales and service staff	535.3 ± 2.6	537.7 ± 2.1	533.5 ± 1.9	536.4 ± 2.8	529.2 ± 2.7	532.3 ± 5.8	536.5 ± 9.4	502.5 ± 9.9	534.9 ± 1.2
Machine operators, hospitality staff, assistants, labourers	522.8 ± 3.8	523.2 ± 2.7	517.0 ± 2.4	521.8 ± 3.5	514.3 ± 3.1	509.6 ± 4.7	511.3 ± 13.8	476.5 ± 13.3	520.5 ± 1.6
Not in paid work in previous 12 months	504.2 ± 3.5	509.2 ± 3.1	504.2 ± 3.9	502.3 ± 5.2	500.5 ± 4.9	489.2 ± 7.1	513.8 ± 14.2	425.6 ± 13.9	504.0 ± 1.8
Not stated (h)	528.1 ± 5.4	573.7 ± 10.2	525.5 ± 4.5	524.7 ± 5.6	514.0 ± 5.1	522.5 ± 9.4	530.2 ± 13.0	424.3 ± 21.1	526.2 ± 3.2
Year 9									
Parental education (d)									
Bachelor degree or above	638.2 ± 5.1	626.2 ± 5.0	614.9 ± 4.1	629.8 ± 7.0	608.6 ± 5.8	614.7 ± 7.2	621.0 ± 8.9	590.5 ± 11.9	626.8 ± 2.5
Advanced diploma/diploma	596.4 ± 3.0	588.7 ± 3.1	581.8 ± 2.4	593.5 ± 3.9	575.9 ± 3.6	588.0 ± 6.3	579.2 ± 8.4	568.4 ± 9.0	589.2 ± 1.5
Certificate I to IV (e)	571.4 ± 2.1	571.9 ± 2.1	567.9 ± 2.0	577.9 ± 3.4	562.5 ± 3.5	564.7 ± 4.6	560.5 ± 6.9	545.2 ± 10.4	570.2 ± 1.1
Year 12 or equivalent	583.3 ± 3.9	582.9 ± 5.6	568.5 ± 3.0	582.0 ± 5.1	563.2 ± 4.7	565.0 ± 9.9	574.1 ± 9.8	548.2 ± 12.1	577.4 ± 2.2
Year 11 or equivalent or below	545.8 ± 3.1	554.9 ± 3.0	544.2 ± 2.7	548.2 ± 4.2	541.0 ± 4.9	539.4 ± 5.2	549.6 ± 30.6	494.4 ± 13.5	546.9 ± 1.5
Not stated (f)	577.7 ± 6.0	610.2 ± 8.0	569.3 ± 6.2	572.9 ± 12.1	565.5 ± 8.2	570.3 ± 16.0	587.1 ± 13.4	486.3 ± 42.2	574.0 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	632.2 ± 4.5	625.8 ± 4.9	613.0 ± 4.1	624.5 ± 6.9	605.1 ± 5.9	611.6 ± 7.7	616.3 ± 10.8	581.9 ± 14.8	622.8 ± 2.3

Table 4A.113 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other business managers and associate professionals	605.7 ± 3.5	601.5 ± 3.6	589.8 ± 2.4	601.2 ± 4.3	584.8 ± 4.1	588.9 ± 5.9	594.3 ± 7.8	577.4 ± 12.7	598.7 ± 1.7
Tradespeople, clerks, skilled office, sales and service staff	582.1 ± 2.8	581.2 ± 2.7	572.4 ± 2.2	581.5 ± 4.0	567.4 ± 3.6	569.6 ± 5.1	568.6 ± 6.1	545.4 ± 10.8	577.9 ± 1.3
Machine operators, hospitality staff, assistants, labourers	569.9 ± 4.3	568.4 ± 3.6	554.4 ± 2.6	564.7 ± 4.4	555.4 ± 4.4	549.3 ± 4.3	554.1 ± 11.4	519.1 ± 13.4	563.9 ± 1.9
Not in paid work in previous 12 months	548.9 ± 3.7	554.1 ± 3.7	542.3 ± 4.1	544.6 ± 8.0	538.2 ± 5.7	529.7 ± 7.0	553.0 ± 17.4	481.3 ± 16.9	547.5 ± 2.0
Not stated (h)	571.4 ± 5.2	614.4 ± 8.9	562.8 ± 5.2	570.2 ± 9.8	553.4 ± 7.2	562.4 ± 13.5	573.1 ± 12.2	471.8 ± 20.8	567.5 ± 3.2

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2014). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.115. Readers are urged to be cautious when comparing results.
- (c) Data for 2010-2012 were included in previous Reports. Data for 2013 are at table 4A.131.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.114

Table 4A.114 Participation rate in numeracy assessment, 2014, by Indigenous status (per cent) (a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	94.3	87.4	88.4	84.0	80.3	94.7	85.9	78.4	88.4
Non-Indigenous students	97.0	94.8	93.8	95.6	93.3	95.9	93.3	95.8	95.3
All students	96.8	94.3	92.9	94.6	92.5	94.9	93.0	88.7	94.6
Year 5									
Aboriginal and Torres Strait Islander students	94.2	88.4	89.2	83.9	82.5	94.1	84.4	78.0	88.7
Non-Indigenous students	97.5	95.2	94.3	96.4	94.2	96.2	93.5	96.3	95.8
All students	97.3	94.9	93.5	95.4	93.7	95.2	93.2	88.4	95.2
Year 7									
Aboriginal and Torres Strait Islander students	89.5	83.2	88.2	81.8	81.6	92.8	84.4	76.3	85.8
Non-Indigenous students	96.7	94.9	93.6	96.4	93.8	95.6	94.2	95.2	95.4
All students	96.3	94.6	92.7	95.2	93.2	94.9	93.9	87.0	94.7
Year 9									
Aboriginal and Torres Strait Islander students	77.9	77.8	80.0	70.7	65.6	85.7	72.3	66.4	76.2
Non-Indigenous students	94.2	91.2	89.5	95.2	90.3	92.2	89.5	94.7	92.2
All students	93.2	90.9	88.4	93.3	89.0	91.2	88.8	83.7	91.1

- (a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (c) Data for 2010-2012 were included in previous Reports. Data for 2013 are at table 4A.132.

Table 4A.114 **Participation rate in numeracy assessment, 2014, by Indigenous status (per cent) (a), (b), (c)**

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.115 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2014 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	5.5	1.9	1.2	4.6	1.2	2.3	1.8	2.4
Absent	3.8	6.5	6.1	13.9	12.4	3.4	5.5	20.0	8.0
Withdrawn	1.9	6.1	5.5	2.0	7.3	1.8	8.6	1.6	3.6
Assessed	91.5	81.9	86.5	82.9	75.7	93.6	83.6	76.6	86.0
Non-Indigenous students									
Exempt	1.5	2.8	1.4	1.2	2.1	2.0	1.7	3.2	1.8
Absent	1.8	2.8	2.3	2.5	3.1	3.2	2.2	1.9	2.4
Withdrawn	1.1	2.4	3.9	1.8	3.6	0.8	4.6	2.3	2.4
Assessed	95.6	92.0	92.4	94.5	91.2	94.0	91.5	92.6	93.4
All students									
Exempt	1.6	3.0	1.4	1.2	2.3	1.9	1.7	2.5	1.9
Absent	1.9	3.0	2.9	3.5	3.6	3.3	2.2	9.3	2.8
Withdrawn	1.2	2.7	4.2	1.9	3.9	1.8	4.7	2.1	2.5
Assessed	95.3	91.3	91.5	93.4	90.2	93.0	91.4	86.1	92.8
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	3.1	7.0	2.7	1.2	3.7	1.6	2.7	2.4	2.9
Absent	4.4	6.1	5.9	14.8	11.5	4.7	7.5	20.7	8.4
Withdrawn	1.4	5.6	4.8	1.3	6.0	1.1	8.2	1.3	3.0
Assessed	91.1	81.3	86.6	82.7	78.8	92.6	81.6	75.6	85.7
Non-Indigenous students									
Exempt	1.5	2.8	1.4	1.3	1.9	1.6	1.6	3.0	1.8
Absent	1.7	2.8	2.5	2.3	3.0	3.1	2.9	2.0	2.4
Withdrawn	0.8	2.0	3.2	1.2	2.8	0.7	3.6	1.7	1.8
Assessed	96.0	92.4	92.9	95.2	92.3	94.6	91.9	93.3	94.0
All students									
Exempt	1.6	3.0	1.6	1.3	2.1	1.7	1.6	2.7	2.0
Absent	1.9	3.0	3.0	3.3	3.4	3.2	3.1	10.1	2.8
Withdrawn	0.9	2.1	3.6	1.3	2.9	1.7	3.8	1.6	2.0
Assessed	95.6	91.9	91.8	94.1	91.6	93.4	91.5	85.6	93.2
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.3	5.4	3.2	1.6	2.1	1.7	7.4	3.7	2.8
Absent	9.2	13.7	6.7	17.1	12.9	6.6	9.0	21.9	11.7
Withdrawn	1.3	3.1	5.0	1.0	5.5	0.6	6.6	1.8	2.5
Assessed	87.2	77.8	85.1	80.3	79.5	91.1	77.0	72.6	83.0
Non-Indigenous students									

Table 4A.115 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2014 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Exempt	1.4	2.2	1.8	1.2	1.8	1.4	1.7	2.1	1.7
Absent	2.7	3.8	2.7	2.7	3.8	3.8	3.1	3.4	3.1
Withdrawn	0.5	1.3	3.7	0.9	2.4	0.6	2.7	1.4	1.5
Assessed	95.4	92.7	91.8	95.2	92.0	94.2	92.5	93.1	93.7
All students									
Exempt	1.5	2.3	1.9	1.2	1.9	1.4	1.9	2.7	1.8
Absent	3.1	4.0	3.2	3.9	4.3	4.0	3.3	11.4	3.7
Withdrawn	0.6	1.4	4.1	0.9	2.6	1.1	2.8	1.5	1.6
Assessed	94.8	92.3	90.8	94.0	91.2	93.5	92.0	84.4	92.9
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.4	4.7	3.1	1.4	3.3	2.4	2.3	2.3	2.7
Absent	20.0	18.8	14.0	27.7	27.0	14.1	18.5	30.4	20.1
Withdrawn	2.0	3.4	6.0	1.6	7.4	0.2	9.2	3.2	3.7
Assessed	75.6	73.1	76.9	69.3	62.3	83.3	70.0	64.1	73.5
Non-Indigenous students									
Exempt	1.3	2.2	1.6	1.2	2.3	1.3	1.7	2.3	1.7
Absent	5.1	6.8	5.1	4.3	6.8	7.4	6.0	3.6	5.6
Withdrawn	0.7	2.0	5.4	0.4	2.9	0.4	4.5	1.7	2.2
Assessed	92.9	89.0	87.9	94.1	88.0	90.9	87.8	92.4	90.5
All students									
Exempt	1.4	2.3	1.7	1.3	2.4	1.5	1.7	2.2	1.8
Absent	6.0	7.1	6.0	6.1	7.9	7.9	6.4	14.0	6.5
Withdrawn	0.8	2.0	5.6	0.6	3.0	0.8	4.8	2.3	2.4
Assessed	91.8	88.6	86.7	92.0	86.7	89.8	87.1	81.5	89.3

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

(d) Data for 2010-2012 were included in previous Reports. Data for 2013 are at table 4A.133.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.116 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	408.9 ± 1.6	403.6 ± 1.7	407.3 ± 1.8	■	■
At or above NMS	%	96.9 ± 0.2	96.4 ± 0.3	95.4 ± 0.3	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	350.3 ± 3.1	349.6 ± 2.8	348.1 ± 3.1	■	■
At or above NMS	%	88.6 ± 1.4	88.5 ± 1.5	84.8 ± 1.4	▽	■
Non-Indigenous students						
Mean scale score	no.	411.3 ± 1.6	406.5 ± 1.6	410.6 ± 1.7	■	■
At or above NMS	%	97.3 ± 0.2	96.9 ± 0.2	96.0 ± 0.3	▽	■
LBOTE students (d)						
At or above NMS	%	96.4 ± 0.5	96.1 ± 0.4	94.9 ± 0.5	▽	■
Male students						
At or above NMS	%	96.7 ± 0.3	95.7 ± 0.3	94.8 ± 0.4	▽	■
Female students						
At or above NMS	%	97.1 ± 0.3	97.1 ± 0.3	95.9 ± 0.3	▽	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	487.8 ± 2.0	493.1 ± 2.1	493.4 ± 1.9	■	■
At or above NMS	%	94.4 ± 0.3	93.9 ± 0.4	94.3 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	424.9 ± 3.2	431.6 ± 3.0	433.0 ± 3.0	■	■
At or above NMS	%	78.9 ± 1.9	81.0 ± 1.7	79.6 ± 1.9	■	■
Non-Indigenous students						
Mean scale score	no.	490.5 ± 1.9	496.4 ± 2.1	496.6 ± 1.8	■	■
At or above NMS	%	95.2 ± 0.3	94.6 ± 0.3	95.2 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	94.4 ± 0.7	93.8 ± 0.6	94.4 ± 0.6	■	■
Male students						
At or above NMS	%	94.6 ± 0.4	93.6 ± 0.4	93.9 ± 0.4	■	■
Female students						
At or above NMS	%	94.2 ± 0.4	94.1 ± 0.4	94.8 ± 0.4	■	■

Table 4A.116 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	551.3 ± 3.7	547.5 ± 3.7	550.3 ± 3.8	■	■
At or above NMS	%	96.0 ± 0.4	95.1 ± 0.4	95.5 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	485.6 ± 3.5	485.5 ± 3.1	489.2 ± 3.1	■	■
At or above NMS	%	84.5 ± 2.1	83.2 ± 1.6	85.3 ± 1.4	■	■
Non-Indigenous students						
Mean scale score	no.	554.1 ± 3.7	550.7 ± 3.8	553.6 ± 3.8	■	■
At or above NMS	%	96.6 ± 0.3	95.8 ± 0.4	96.1 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	96.0 ± 0.8	95.4 ± 0.7	95.6 ± 0.7	■	■
Male students						
At or above NMS	%	96.1 ± 0.4	95.0 ± 0.5	95.1 ± 0.5	■	■
Female students						
At or above NMS	%	95.9 ± 0.4	95.3 ± 0.5	95.9 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	591.4 ± 3.5	591.9 ± 4.5	594.3 ± 3.8	■	■
At or above NMS	%	94.7 ± 0.4	90.4 ± 0.7	94.5 ± 0.5	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	528.3 ± 3.5	515.4 ± 3.8	531.5 ± 3.2	■	△
At or above NMS	%	80.3 ± 2.1	69.5 ± 2.3	81.1 ± 1.8	■	△
Non-Indigenous students						
Mean scale score	no.	594.3 ± 3.5	596.3 ± 4.6	598.0 ± 3.9	■	■
At or above NMS	%	95.4 ± 0.4	91.7 ± 0.6	95.3 ± 0.4	■	△
LBOTE students (d)						
At or above NMS	%	95.2 ± 0.8	92.0 ± 1.1	95.1 ± 0.8	■	△
Male students						
At or above NMS	%	94.7 ± 0.5	90.8 ± 0.8	94.4 ± 0.6	■	△
Female students						
At or above NMS	%	94.6 ± 0.5	90.1 ± 0.8	94.5 ± 0.5	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.116 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, NSW (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.117

Table 4A.117 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	416.9 ± 1.4	409.4 ± 1.6	413.9 ± 1.7	■	■
At or above NMS	%	96.5 ± 0.2	96.2 ± 0.4	95.5 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	376.9 ± 5.5	363.6 ± 4.9	365.2 ± 5.0	■	■
At or above NMS	%	93.0 ± 2.2	88.7 ± 2.9	88.5 ± 3.0	▽	■
Non-Indigenous students						
Mean scale score	no.	417.5 ± 1.4	410.2 ± 1.6	414.8 ± 1.7	■	■
At or above NMS	%	96.8 ± 0.3	96.5 ± 0.3	95.8 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	95.4 ± 0.6	95.4 ± 0.6	93.7 ± 0.7	▽	▽
Male students						
At or above NMS	%	95.8 ± 0.5	95.2 ± 0.5	94.6 ± 0.6	■	■
Female students						
At or above NMS	%	97.2 ± 0.3	97.2 ± 0.3	96.4 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	489.7 ± 1.7	493.0 ± 1.8	496.6 ± 1.7	■	■
At or above NMS	%	94.6 ± 0.3	94.4 ± 0.4	94.7 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	440.6 ± 5.4	446.8 ± 4.7	452.0 ± 4.8	■	■
At or above NMS	%	83.3 ± 3.5	85.6 ± 2.5	84.8 ± 2.6	■	■
Non-Indigenous students						
Mean scale score	no.	490.3 ± 1.6	493.7 ± 1.8	497.3 ± 1.6	■	■
At or above NMS	%	95.0 ± 0.3	94.7 ± 0.4	95.0 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.5 ± 0.6	93.2 ± 0.7	93.0 ± 0.8	■	■
Male students						
At or above NMS	%	94.5 ± 0.5	94.2 ± 0.5	94.0 ± 0.6	■	■
Female students						
At or above NMS	%	94.8 ± 0.5	94.6 ± 0.4	95.4 ± 0.4	■	■

TABLE 4A.117

Table 4A.117 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	552.3 ± 3.1	545.7 ± 3.0	548.6 ± 3.0	■	■
At or above NMS	%	96.5 ± 0.3	95.7 ± 0.5	95.5 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	492.9 ± 5.7	493.3 ± 6.6	490.6 ± 5.2	■	■
At or above NMS	%	87.9 ± 3.1	86.1 ± 4.0	83.6 ± 3.1	■	■
Non-Indigenous students						
Mean scale score	no.	553.2 ± 3.0	546.5 ± 3.0	549.6 ± 3.0	■	■
At or above NMS	%	96.8 ± 0.4	96.0 ± 0.5	95.8 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	95.8 ± 0.7	95.1 ± 0.8	94.7 ± 1.0	■	■
Male students						
At or above NMS	%	96.5 ± 0.5	95.3 ± 0.7	95.0 ± 0.7	▽	■
Female students						
At or above NMS	%	96.5 ± 0.4	96.2 ± 0.4	96.0 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	590.7 ± 3.7	588.4 ± 4.2	592.3 ± 3.8	■	■
At or above NMS	%	95.2 ± 0.4	92.2 ± 0.7	94.8 ± 0.6	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	530.2 ± 6.1	527.2 ± 5.3	538.3 ± 4.5	■	■
At or above NMS	%	78.4 ± 4.5	75.8 ± 3.8	83.3 ± 3.0	■	△
Non-Indigenous students						
Mean scale score	no.	591.5 ± 3.6	589.5 ± 4.2	593.2 ± 3.8	■	■
At or above NMS	%	95.5 ± 0.5	92.6 ± 0.6	95.0 ± 0.6	■	△
LBOTE students (d)						
At or above NMS	%	94.8 ± 0.9	91.0 ± 1.3	94.1 ± 1.0	■	△
Male students						
At or above NMS	%	95.1 ± 0.6	92.6 ± 0.8	94.5 ± 0.7	■	■
Female students						
At or above NMS	%	95.2 ± 0.6	91.7 ± 0.7	95.0 ± 0.6	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.117 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Victoria (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.118 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	367.9 ± 2.2	386.2 ± 2.0	393.4 ± 2.1	Δ	■
At or above NMS	%	92.0 ± 0.6	95.8 ± 0.4	94.6 ± 0.4	Δ	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	316.2 ± 6.4	334.0 ± 3.8	336.0 ± 3.8	Δ	■
At or above NMS	%	75.5 ± 3.2	84.6 ± 2.2	82.4 ± 2.1	Δ	■
Non-Indigenous students						
Mean scale score	no.	371.9 ± 2.1	390.4 ± 1.9	398.1 ± 2.0	Δ	■
At or above NMS	%	93.3 ± 0.5	96.7 ± 0.3	95.6 ± 0.4	Δ	■
LBOTE students (d)						
At or above NMS	%	83.2 ± 2.7	92.4 ± 1.5	91.5 ± 1.3	Δ	■
Male students						
At or above NMS	%	91.5 ± 0.7	95.2 ± 0.5	94.4 ± 0.5	Δ	■
Female students						
At or above NMS	%	92.5 ± 0.6	96.5 ± 0.4	94.8 ± 0.4	Δ	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	458.2 ± 2.1	481.1 ± 2.0	481.7 ± 2.1	Δ	■
At or above NMS	%	90.4 ± 0.6	93.6 ± 0.5	93.1 ± 0.5	Δ	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	406.8 ± 5.2	423.5 ± 3.7	422.3 ± 3.9	Δ	■
At or above NMS	%	69.5 ± 3.1	76.7 ± 2.3	73.9 ± 2.7	■	■
Non-Indigenous students						
Mean scale score	no.	462.3 ± 1.9	485.7 ± 1.9	486.2 ± 1.9	Δ	■
At or above NMS	%	92.0 ± 0.5	95.0 ± 0.4	94.7 ± 0.4	Δ	■
LBOTE students (d)						
At or above NMS	%	81.0 ± 3.1	89.3 ± 1.9	89.0 ± 1.7	Δ	■
Male students						
At or above NMS	%	90.7 ± 0.6	93.7 ± 0.6	93.0 ± 0.6	■	■
Female students						
At or above NMS	%	90.1 ± 0.7	93.5 ± 0.5	93.2 ± 0.6	Δ	■

Table 4A.118 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	539.0 ± 2.3	538.5 ± 2.2	543.6 ± 2.5	■	■
At or above NMS	%	94.9 ± 0.4	95.4 ± 0.4	95.3 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	483.2 ± 7.6	484.8 ± 3.5	487.8 ± 4.1	■	■
At or above NMS	%	81.8 ± 2.7	83.2 ± 2.0	83.8 ± 2.1	■	■
Non-Indigenous students						
Mean scale score	no.	543.2 ± 2.2	542.4 ± 2.1	547.8 ± 2.4	■	■
At or above NMS	%	95.9 ± 0.3	96.3 ± 0.3	96.2 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	88.6 ± 2.2	92.0 ± 1.7	93.0 ± 1.5	△	■
Male students						
At or above NMS	%	94.9 ± 0.4	95.1 ± 0.5	95.0 ± 0.6	■	■
Female students						
At or above NMS	%	94.8 ± 0.5	95.7 ± 0.4	95.6 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 3.5	573.2 ± 3.9	579.8 ± 3.4	■	■
At or above NMS	%	92.4 ± 0.8	90.1 ± 0.9	94.2 ± 0.6	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	515.9 ± 9.1	512.4 ± 4.8	525.6 ± 3.9	■	△
At or above NMS	%	73.2 ± 3.6	68.2 ± 2.9	77.8 ± 2.6	■	△
Non-Indigenous students						
Mean scale score	no.	574.7 ± 3.3	577.5 ± 3.9	583.7 ± 3.3	■	■
At or above NMS	%	93.8 ± 0.7	91.7 ± 0.7	95.4 ± 0.5	■	△
LBOTE students (d)						
At or above NMS	%	86.9 ± 3.3	85.7 ± 3.2	91.2 ± 2.2	△	△
Male students						
At or above NMS	%	92.3 ± 0.9	90.4 ± 1.0	94.0 ± 0.7	■	△
Female students						
At or above NMS	%	92.5 ± 0.8	89.8 ± 1.0	94.4 ± 0.7	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.118 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Queensland (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.119

Table 4A.119 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	381.9 ± 2.4	387.3 ± 2.5	392.5 ± 2.8	■	■
At or above NMS	%	94.5 ± 0.6	95.4 ± 0.5	93.8 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	313.9 ± 5.1	315.7 ± 4.8	310.4 ± 5.9	■	■
At or above NMS	%	75.5 ± 3.4	76.9 ± 3.2	70.5 ± 3.6	■	▽
Non-Indigenous students						
Mean scale score	no.	387.4 ± 2.2	393.2 ± 2.4	399.0 ± 2.5	■	■
At or above NMS	%	96.1 ± 0.6	96.8 ± 0.4	95.6 ± 0.5	■	▽
LBOTE students (d)						
At or above NMS	%	93.0 ± 1.7	93.6 ± 1.3	92.1 ± 1.3	■	■
Male students						
At or above NMS	%	94.0 ± 0.8	94.9 ± 0.7	93.5 ± 0.7	■	■
Female students						
At or above NMS	%	94.9 ± 0.6	95.9 ± 0.5	94.2 ± 0.6	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	460.7 ± 2.5	477.6 ± 2.9	480.6 ± 2.8	△	■
At or above NMS	%	91.1 ± 0.8	92.7 ± 0.7	92.2 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	393.0 ± 4.6	401.0 ± 5.4	397.3 ± 5.4	■	■
At or above NMS	%	61.6 ± 3.4	65.3 ± 4.1	61.2 ± 3.5	■	■
Non-Indigenous students						
Mean scale score	no.	466.5 ± 2.3	484.0 ± 2.7	486.9 ± 2.5	△	■
At or above NMS	%	93.7 ± 0.6	94.9 ± 0.5	94.5 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	89.7 ± 2.0	91.9 ± 1.4	90.8 ± 1.6	■	■
Male students						
At or above NMS	%	91.5 ± 0.9	93.0 ± 0.8	92.2 ± 0.9	■	■
Female students						
At or above NMS	%	90.7 ± 0.9	92.5 ± 0.8	92.2 ± 0.8	■	■

TABLE 4A.119

Table 4A.119 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	533.7 ± 3.0	541.7 ± 3.6	545.5 ± 3.7	■	■
At or above NMS	%	94.7 ± 0.6	95.1 ± 0.6	95.4 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	463.2 ± 5.2	465.1 ± 5.5	469.0 ± 5.0	■	■
At or above NMS	%	74.2 ± 3.9	74.0 ± 3.4	77.2 ± 3.5	■	■
Non-Indigenous students						
Mean scale score	no.	539.5 ± 2.8	547.7 ± 3.5	551.9 ± 3.6	■	■
At or above NMS	%	96.5 ± 0.4	96.7 ± 0.4	96.9 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.3 ± 1.7	93.9 ± 1.3	94.6 ± 1.2	■	■
Male students						
At or above NMS	%	95.0 ± 0.7	95.0 ± 0.7	95.3 ± 0.7	■	■
Female students						
At or above NMS	%	94.5 ± 0.7	95.2 ± 0.7	95.5 ± 0.6	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 5.2	584.4 ± 6.5	591.1 ± 5.5	△	■
At or above NMS	%	92.3 ± 1.1	90.8 ± 1.2	94.7 ± 0.9	△	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	500.6 ± 5.3	497.9 ± 7.9	518.0 ± 7.4	△	△
At or above NMS	%	66.2 ± 3.7	60.6 ± 4.5	74.2 ± 4.4	△	△
Non-Indigenous students						
Mean scale score	no.	576.4 ± 5.1	590.9 ± 6.3	596.5 ± 5.4	△	■
At or above NMS	%	94.3 ± 0.9	93.0 ± 0.9	96.4 ± 0.6	△	△
LBOTE students (d)						
At or above NMS	%	92.2 ± 2.0	89.9 ± 2.2	94.4 ± 1.8	■	△
Male students						
At or above NMS	%	92.5 ± 1.2	91.5 ± 1.3	94.6 ± 1.0	△	△
Female students						
At or above NMS	%	92.1 ± 1.2	90.1 ± 1.4	94.9 ± 0.9	△	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.119 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Western Australia (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.120 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	388.8 ± 2.7	379.9 ± 2.8	385.4 ± 3.0	■	■
At or above NMS	%	93.8 ± 0.9	94.4 ± 0.7	93.2 ± 0.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	330.7 ± 6.5	319.8 ± 8.8	316.4 ± 9.0	■	■
At or above NMS	%	79.2 ± 4.5	76.5 ± 5.1	71.7 ± 5.1	■	■
Non-Indigenous students						
Mean scale score	no.	391.7 ± 2.5	382.8 ± 2.7	388.9 ± 2.8	■	■
At or above NMS	%	94.6 ± 0.8	95.3 ± 0.6	94.3 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	89.1 ± 4.1	92.0 ± 2.3	87.5 ± 2.8	■	▽
Male students						
At or above NMS	%	93.1 ± 1.0	93.4 ± 0.9	92.8 ± 1.0	■	■
Female students						
At or above NMS	%	94.4 ± 0.8	95.4 ± 0.7	93.6 ± 0.9	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	460.4 ± 2.8	467.4 ± 2.9	470.9 ± 2.9	■	■
At or above NMS	%	90.5 ± 1.0	92.0 ± 0.9	91.8 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	409.1 ± 6.8	406.4 ± 7.1	407.5 ± 8.0	■	■
At or above NMS	%	68.5 ± 5.3	69.1 ± 5.9	66.9 ± 5.4	■	■
Non-Indigenous students						
Mean scale score	no.	462.9 ± 2.7	470.2 ± 2.8	473.6 ± 2.8	■	■
At or above NMS	%	91.7 ± 0.9	93.0 ± 0.8	93.1 ± 0.8	■	■
LBOTE students (d)						
At or above NMS	%	84.9 ± 3.9	90.0 ± 2.2	87.1 ± 2.8	■	■
Male students						
At or above NMS	%	91.1 ± 1.1	92.2 ± 1.0	91.9 ± 1.0	■	■
Female students						
At or above NMS	%	89.9 ± 1.1	91.7 ± 1.0	91.7 ± 1.0	■	■

Table 4A.120 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	536.2 ± 3.3	530.8 ± 3.2	533.9 ± 3.1	■	■
At or above NMS	%	94.5 ± 0.8	94.6 ± 0.7	94.8 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	468.7 ± 7.0	472.4 ± 6.3	472.9 ± 7.3	■	■
At or above NMS	%	75.9 ± 5.2	78.3 ± 4.1	80.3 ± 4.5	■	■
Non-Indigenous students						
Mean scale score	no.	539.2 ± 3.1	533.5 ± 3.2	536.5 ± 3.1	■	■
At or above NMS	%	95.4 ± 0.7	95.4 ± 0.7	95.5 ± 0.6	■	■
LBOTE students (d)						
At or above NMS	%	88.7 ± 3.3	92.6 ± 1.9	91.3 ± 2.4	■	■
Male students						
At or above NMS	%	94.7 ± 0.9	94.2 ± 0.9	94.4 ± 0.9	■	■
Female students						
At or above NMS	%	94.4 ± 0.8	95.1 ± 0.8	95.2 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	571.1 ± 5.4	571.7 ± 6.2	573.6 ± 5.3	■	■
At or above NMS	%	92.0 ± 1.8	90.1 ± 1.6	92.6 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	508.8 ± 8.2	512.1 ± 7.5	513.8 ± 5.9	■	■
At or above NMS	%	68.7 ± 6.0	67.6 ± 6.2	73.2 ± 4.0	■	■
Non-Indigenous students						
Mean scale score	no.	574.6 ± 5.1	574.2 ± 6.0	576.3 ± 5.0	■	■
At or above NMS	%	93.7 ± 1.1	91.1 ± 1.5	93.6 ± 1.4	■	△
LBOTE students (d)						
At or above NMS	%	88.0 ± 4.5	88.0 ± 4.2	87.1 ± 7.0	■	■
Male students						
At or above NMS	%	92.4 ± 1.8	90.8 ± 1.6	92.6 ± 1.6	■	■
Female students						
At or above NMS	%	91.6 ± 1.8	89.4 ± 1.8	92.6 ± 1.4	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.120 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, South Australia (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.121 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	399.9 ± 4.2	390.2 ± 4.8	396.3 ± 5.4	■	■
At or above NMS	%	96.7 ± 0.6	95.4 ± 0.9	94.5 ± 0.8	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	377.1 ± 8.2	358.5 ± 7.3	365.2 ± 6.8	■	■
At or above NMS	%	94.5 ± 2.8	90.6 ± 3.3	92.5 ± 3.0	■	■
Non-Indigenous students						
Mean scale score	no.	401.6 ± 4.5	391.6 ± 4.6	398.2 ± 5.2	■	■
At or above NMS	%	96.8 ± 0.6	95.8 ± 0.8	94.6 ± 0.8	▽	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 4.5	94.2 ± 3.4	88.4 ± 4.3	■	▽
Male students						
At or above NMS	%	96.6 ± 0.8	94.6 ± 1.1	94.6 ± 1.0	▽	■
Female students						
At or above NMS	%	96.8 ± 0.8	96.2 ± 0.9	94.4 ± 1.0	▽	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	464.6 ± 4.4	471.0 ± 4.5	477.3 ± 4.8	△	■
At or above NMS	%	92.1 ± 1.2	92.4 ± 1.1	92.6 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	447.4 ± 7.6	436.9 ± 6.9	441.3 ± 7.6	■	■
At or above NMS	%	87.8 ± 3.9	82.9 ± 5.0	84.7 ± 4.9	■	■
Non-Indigenous students						
Mean scale score	no.	467.5 ± 4.5	473.2 ± 4.5	479.6 ± 4.8	■	■
At or above NMS	%	92.9 ± 1.1	93.2 ± 1.1	93.3 ± 1.2	■	■
LBOTE students (d)						
At or above NMS	%	83.9 ± 6.8	91.6 ± 3.7	88.0 ± 4.4	■	■
Male students						
At or above NMS	%	91.8 ± 1.4	92.4 ± 1.5	92.3 ± 1.3	■	■
Female students						
At or above NMS	%	92.4 ± 1.3	92.4 ± 1.4	92.9 ± 1.5	■	■

Table 4A.121 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	533.8 ± 7.3	527.7 ± 6.4	533.1 ± 6.7	■	■
At or above NMS	%	95.2 ± 1.3	94.5 ± 1.3	94.8 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	512.3 ± 7.6	494.4 ± 6.7	498.1 ± 7.4	▽	■
At or above NMS	%	92.4 ± 2.7	86.3 ± 3.8	88.9 ± 3.9	■	■
Non-Indigenous students						
Mean scale score	no.	536.9 ± 7.5	530.1 ± 6.1	536.1 ± 6.7	■	■
At or above NMS	%	95.5 ± 1.2	95.3 ± 1.3	95.3 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	93.5 ± 4.6	91.1 ± 5.2	91.5 ± 4.4	■	■
Male students						
At or above NMS	%	94.6 ± 1.6	94.2 ± 1.7	94.8 ± 1.5	■	■
Female students						
At or above NMS	%	95.9 ± 1.4	94.9 ± 1.3	94.9 ± 1.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	568.0 ± 7.2	565.5 ± 7.4	572.8 ± 7.0	■	■
At or above NMS	%	92.3 ± 1.8	88.0 ± 2.1	93.5 ± 1.4	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	551.0 ± 9.5	526.5 ± 8.9	541.2 ± 7.1	■	△
At or above NMS	%	88.5 ± 3.7	76.4 ± 4.6	86.2 ± 3.6	■	△
Non-Indigenous students						
Mean scale score	no.	570.2 ± 7.2	570.7 ± 6.9	575.0 ± 6.8	■	■
At or above NMS	%	93.1 ± 1.5	89.5 ± 1.8	94.3 ± 1.3	■	△
LBOTE students (d)						
At or above NMS	%	90.8 ± 5.3	86.0 ± 6.0	87.7 ± 6.8	■	■
Male students						
At or above NMS	%	92.6 ± 2.0	88.2 ± 2.4	93.6 ± 1.6	■	△
Female students						
At or above NMS	%	92.0 ± 1.8	87.8 ± 2.2	93.3 ± 1.6	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.121 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Tasmania (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.122 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	411.5 ± 5.1	413.2 ± 6.0	413.9 ± 5.0	■	■
At or above NMS	%	96.4 ± 1.2	96.6 ± 1.1	96.5 ± 1.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	355.1 ± 16.2	362.9 ± 13.4	356.1 ± 13.9	■	■
At or above NMS	%	88.4 ± 9.3	91.4 ± 4.9	88.1 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	413.1 ± 5.0	414.7 ± 5.9	415.2 ± 4.9	■	■
At or above NMS	%	96.7 ± 1.1	96.7 ± 1.0	96.7 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	90.4 ± 6.4	93.6 ± 2.7	93.8 ± 2.3	■	■
Male students						
At or above NMS	%	95.4 ± 1.7	96.0 ± 1.4	96.3 ± 1.3	■	■
Female students						
At or above NMS	%	97.3 ± 1.0	97.2 ± 1.1	96.6 ± 1.0	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	483.8 ± 5.8	497.9 ± 7.0	497.4 ± 5.0	△	■
At or above NMS	%	94.9 ± 1.2	95.0 ± 1.3	95.9 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	428.5 ± 14.0	447.2 ± 14.0	442.7 ± 11.6	■	■
At or above NMS	%	82.3 ± 8.5	87.1 ± 8.5	84.4 ± 7.1	■	■
Non-Indigenous students						
Mean scale score	no.	485.3 ± 5.6	499.3 ± 7.0	499.1 ± 5.0	△	■
At or above NMS	%	95.3 ± 1.1	95.2 ± 1.2	96.3 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 5.7	93.1 ± 2.5	93.6 ± 2.4	■	■
Male students						
At or above NMS	%	94.6 ± 1.4	94.7 ± 1.7	95.6 ± 1.5	■	■
Female students						
At or above NMS	%	95.2 ± 1.4	95.3 ± 1.5	96.1 ± 1.2	■	■

Table 4A.122 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	556.2 ± 10.1	549.7 ± 9.6	556.6 ± 9.6	■	■
At or above NMS	%	97.1 ± 1.2	95.8 ± 1.4	96.3 ± 1.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	504.7 ± 14.3	502.1 ± 15.7	504.0 ± 16.9	■	■
At or above NMS	%	90.3 ± 7.6	90.0 ± 7.4	85.1 ± 9.0	■	■
Non-Indigenous students						
Mean scale score	no.	557.5 ± 10.1	551.2 ± 9.6	558.3 ± 9.3	■	■
At or above NMS	%	97.3 ± 1.1	96.0 ± 1.4	96.6 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	97.3 ± 1.9	95.2 ± 2.6	94.9 ± 2.5	■	■
Male students						
At or above NMS	%	96.9 ± 1.4	95.2 ± 2.0	95.8 ± 2.0	■	■
Female students						
At or above NMS	%	97.4 ± 1.3	96.5 ± 1.4	96.7 ± 1.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	594.9 ± 10.3	596.9 ± 12.3	594.4 ± 9.7	■	■
At or above NMS	%	96.6 ± 1.2	92.9 ± 2.4	94.9 ± 1.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	546.5 ± 14.6	526.2 ± 16.7	535.6 ± 12.4	■	■
At or above NMS	%	83.8 ± 11.1	70.9 ± 11.3	82.8 ± 8.5	■	■
Non-Indigenous students						
Mean scale score	no.	596.0 ± 10.2	598.9 ± 12.0	596.2 ± 9.6	■	■
At or above NMS	%	96.9 ± 1.1	93.6 ± 2.1	95.3 ± 1.6	■	■
LBOTE students (d)						
At or above NMS	%	97.6 ± 2.5	92.0 ± 3.6	93.5 ± 3.2	▼	■
Male students						
At or above NMS	%	96.6 ± 1.7	93.5 ± 2.8	94.6 ± 2.2	■	■
Female students						
At or above NMS	%	96.6 ± 1.3	92.3 ± 2.7	95.2 ± 1.8	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.122 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.123 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	338.4 ± 12.4	332.0 ± 12.7	338.1 ± 15.5	■	■
At or above NMS	%	77.0 ± 5.6	75.7 ± 5.6	73.0 ± 6.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	275.0 ± 11.0	271.1 ± 10.4	260.8 ± 13.7	■	■
At or above NMS	%	52.4 ± 6.9	50.4 ± 6.0	43.0 ± 6.8	■	■
Non-Indigenous students						
Mean scale score	no.	386.9 ± 5.9	380.1 ± 6.6	388.4 ± 6.2	■	■
At or above NMS	%	96.5 ± 1.3	95.8 ± 1.7	93.2 ± 3.1	■	■
LBOTE students (d)						
At or above NMS	%	51.2 ± 8.0	55.2 ± 7.5	48.3 ± 9.2	■	■
Male students						
At or above NMS	%	76.8 ± 5.8	74.0 ± 6.2	73.2 ± 6.2	■	■
Female students						
At or above NMS	%	77.1 ± 5.6	77.6 ± 5.4	72.8 ± 6.7	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	416.3 ± 11.0	421.9 ± 14.4	422.7 ± 13.4	■	■
At or above NMS	%	69.1 ± 5.9	69.7 ± 7.1	68.2 ± 6.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	355.9 ± 10.0	360.8 ± 11.6	357.4 ± 11.0	■	■
At or above NMS	%	38.3 ± 6.3	40.0 ± 6.9	36.2 ± 6.4	■	■
Non-Indigenous students						
Mean scale score	no.	459.4 ± 5.4	471.3 ± 7.7	469.9 ± 5.7	■	■
At or above NMS	%	91.6 ± 2.2	93.6 ± 2.6	92.3 ± 2.8	■	■
LBOTE students (d)						
At or above NMS	%	40.5 ± 7.7	45.3 ± 8.8	40.4 ± 7.9	■	■
Male students						
At or above NMS	%	70.2 ± 5.7	69.3 ± 7.6	66.9 ± 6.8	■	■
Female students						
At or above NMS	%	67.9 ± 6.3	70.1 ± 6.9	69.6 ± 6.7	■	■

Table 4A.123 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	488.1 ± 15.8	476.5 ± 16.5	484.4 ± 18.6	■	■
At or above NMS	%	75.9 ± 7.2	72.3 ± 8.0	74.4 ± 7.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	428.3 ± 11.3	417.4 ± 13.5	422.5 ± 13.2	■	■
At or above NMS	%	50.2 ± 7.4	45.2 ± 7.9	47.7 ± 7.9	■	■
Non-Indigenous students						
Mean scale score	no.	534.2 ± 9.3	524.0 ± 10.3	527.8 ± 11.8	■	■
At or above NMS	%	95.6 ± 2.0	94.2 ± 2.5	95.2 ± 2.1	■	■
LBOTE students (d)						
At or above NMS	%	54.2 ± 10.9	48.6 ± 11.0	49.4 ± 10.8	■	■
Male students						
At or above NMS	%	76.1 ± 7.0	70.8 ± 8.2	72.9 ± 8.4	■	■
Female students						
At or above NMS	%	75.7 ± 7.7	74.0 ± 8.3	76.1 ± 7.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	532.6 ± 17.2	523.3 ± 17.8	532.0 ± 17.2	■	■
At or above NMS	%	74.1 ± 7.5	68.2 ± 8.1	74.2 ± 7.8	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	470.5 ± 15.9	451.6 ± 15.0	467.6 ± 13.8	■	■
At or above NMS	%	46.1 ± 9.3	35.8 ± 7.6	44.1 ± 8.5	■	■
Non-Indigenous students						
Mean scale score	no.	575.4 ± 10.6	571.0 ± 12.4	569.2 ± 11.5	■	■
At or above NMS	%	93.6 ± 2.6	90.0 ± 3.7	93.1 ± 3.5	■	■
LBOTE students (d)						
At or above NMS	%	56.6 ± 13.4	44.1 ± 12.1	48.7 ± 12.5	■	■
Male students						
At or above NMS	%	74.5 ± 7.6	68.6 ± 8.4	73.6 ± 8.4	■	■
Female students						
At or above NMS	%	73.6 ± 8.0	67.7 ± 8.5	74.8 ± 7.7	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.123 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Northern Territory (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

Table 4A.124 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

		2008	2013	2014	Nature of differences	
					2008 to 2014	2013 to 2014
<i>Year 3</i>						
All students						
Mean scale score	no.	396.9 ± 1.0	396.9 ± 0.9	401.8 ± 1.0	■	■
At or above NMS	%	95.0 ± 0.2	95.7 ± 0.2	94.6 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	327.6 ± 3.3	332.3 ± 2.6	331.5 ± 2.9	■	■
At or above NMS	%	78.6 ± 1.7	81.6 ± 1.5	78.2 ± 1.4	■	■
Non-Indigenous students						
Mean scale score	no.	400.5 ± 1.0	400.6 ± 0.9	405.9 ± 0.9	■	■
At or above NMS	%	96.0 ± 0.2	96.6 ± 0.1	95.7 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.6	94.2 ± 0.4	92.7 ± 0.5	■	■
Male students						
At or above NMS	%	94.6 ± 0.2	95.0 ± 0.2	94.2 ± 0.2	■	■
Female students						
At or above NMS	%	95.5 ± 0.2	96.5 ± 0.2	95.1 ± 0.2	■	▽
<i>Year 5</i>						
All students						
Mean scale score	no.	475.9 ± 1.1	485.8 ± 1.1	487.6 ± 1.0	■	■
At or above NMS	%	92.7 ± 0.2	93.4 ± 0.2	93.5 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	408.0 ± 2.8	417.4 ± 2.9	417.9 ± 2.6	■	■
At or above NMS	%	69.2 ± 1.7	73.0 ± 1.7	71.1 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	479.5 ± 1.0	489.8 ± 1.0	491.5 ± 0.9	■	■
At or above NMS	%	94.0 ± 0.2	94.6 ± 0.2	94.8 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	90.7 ± 0.7	91.7 ± 0.6	91.6 ± 0.5	■	■
Male students						
At or above NMS	%	92.8 ± 0.3	93.3 ± 0.3	93.1 ± 0.3	■	■
Female students						
At or above NMS	%	92.5 ± 0.3	93.4 ± 0.3	93.8 ± 0.2	■	■

Table 4A.124 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

		2008	2013	2014	<i>Nature of differences</i>	
					2008 to 2014	2013 to 2014
<i>Year 7</i>						
All students						
Mean scale score	no.	545.0 ± 1.6	542.1 ± 1.6	545.9 ± 1.7	■	■
At or above NMS	%	95.4 ± 0.2	95.0 ± 0.2	95.1 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	476.2 ± 3.4	475.7 ± 2.7	478.5 ± 2.8	■	■
At or above NMS	%	78.6 ± 1.7	78.1 ± 1.6	79.5 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	548.6 ± 1.6	545.8 ± 1.6	549.7 ± 1.7	■	■
At or above NMS	%	96.4 ± 0.2	96.0 ± 0.2	96.1 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.6 ± 0.6	93.6 ± 0.6	93.9 ± 0.6	■	■
Male students						
At or above NMS	%	95.4 ± 0.2	94.7 ± 0.3	94.8 ± 0.3	■	■
Female students						
At or above NMS	%	95.3 ± 0.2	95.3 ± 0.2	95.5 ± 0.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	582.2 ± 1.8	583.6 ± 2.2	587.8 ± 1.9	■	■
At or above NMS	%	93.6 ± 0.3	90.6 ± 0.4	94.1 ± 0.3	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	515.1 ± 4.0	507.9 ± 2.8	522.8 ± 2.5	■	△
At or above NMS	%	72.5 ± 2.0	65.7 ± 1.6	76.2 ± 1.5	■	△
Non-Indigenous students						
Mean scale score	no.	585.7 ± 1.8	587.8 ± 2.2	591.4 ± 1.9	■	■
At or above NMS	%	94.8 ± 0.3	92.0 ± 0.3	95.2 ± 0.3	■	△
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.7	89.8 ± 0.8	93.2 ± 0.7	■	△
Male students						
At or above NMS	%	93.7 ± 0.4	90.9 ± 0.4	94.0 ± 0.3	■	△
Female students						
At or above NMS	%	93.6 ± 0.4	90.1 ± 0.4	94.3 ± 0.3	■	△

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.124 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australia (a), (b)**

	2008	2013	2014	Nature of differences	
				2008 to 2014	2013 to 2014

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2014) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.125

Table 4A.125 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 - Year 5 - Year 7 - Year 9									
All students									
2008 Year 3	408.9 ± 1.6	416.9 ± 1.4	367.9 ± 2.2	381.9 ± 2.4	388.8 ± 2.7	399.9 ± 4.2	411.5 ± 5.1	338.4 ± 12.4	396.9 ± 1.0
2010 Year 5	498.4 ± 2.0	502.7 ± 1.6	474.1 ± 1.9	476.8 ± 2.6	472.6 ± 2.8	479.4 ± 4.8	498.7 ± 5.1	421.5 ± 14.4	488.8 ± 1.0
2012 Year 7	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
2014 Year 9	594.3 ± 3.8	592.3 ± 3.8	579.8 ± 3.4	591.1 ± 5.5	573.6 ± 5.3	572.8 ± 7.0	594.4 ± 9.7	532.0 ± 17.2	587.8 ± 1.9
Gain 2008-2010	89.5 ± 8.5	85.8 ± 8.4	106.2 ± 8.6	94.9 ± 8.9	83.8 ± 9.0	79.5 ± 10.3	87.2 ± 10.8	83.1 ± 20.5	91.9 ± 8.3
Gain 2010-2012	45.0 ± 7.2	41.6 ± 6.7	57.9 ± 6.4	58.1 ± 7.1	56.5 ± 7.1	46.6 ± 10.3	47.2 ± 12.4	53.2 ± 24.1	49.3 ± 6.0
Gain 2012-2014	50.9 ± 6.7	48.0 ± 6.3	47.8 ± 5.6	56.2 ± 7.6	44.5 ± 7.3	46.8 ± 10.8	48.5 ± 14.3	57.3 ± 25.5	49.7 ± 4.7
Aboriginal and Torres Strait Islander students (d)									
2008 Year 3	350.3 ± 3.1	376.9 ± 5.5	316.2 ± 6.4	313.9 ± 5.1	330.7 ± 6.5	377.1 ± 8.2	355.1 ± 16.2	275.0 ± 11.0	327.6 ± 3.3
2010 Year 5	435.8 ± 3.0	457.0 ± 5.8	419.5 ± 4.5	398.0 ± 6.0	406.9 ± 6.8	450.0 ± 8.0	434.7 ± 12.8	351.6 ± 13.0	416.9 ± 3.1
2012 Year 7	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
2014 Year 9	531.5 ± 3.2	538.3 ± 4.5	525.6 ± 3.9	518.0 ± 7.4	513.8 ± 5.9	541.2 ± 7.1	535.6 ± 12.4	467.6 ± 13.8	522.8 ± 2.5
Gain 2008-2010	85.5 ± 9.2	80.1 ± 11.4	103.3 ± 11.3	84.1 ± 11.3	76.2 ± 12.4	72.9 ± 14.1	79.6 ± 22.1	76.6 ± 18.9	89.3 ± 9.3
Gain 2010-2012	41.6 ± 7.2	37.6 ± 9.7	56.4 ± 8.2	63.0 ± 9.7	57.9 ± 10.9	41.0 ± 12.3	58.4 ± 18.6	58.5 ± 20.6	52.5 ± 7.1
Gain 2012-2014	54.1 ± 6.0	43.7 ± 7.9	49.7 ± 6.7	57.0 ± 9.8	49.0 ± 9.5	50.2 ± 10.9	42.5 ± 17.8	57.5 ± 20.8	53.4 ± 5.4
Non-Indigenous students									
2008 Year 3	411.3 ± 1.6	417.5 ± 1.4	371.9 ± 2.1	387.4 ± 2.2	391.7 ± 2.5	401.6 ± 4.5	413.1 ± 5.0	386.9 ± 5.9	400.5 ± 1.0
2010 Year 5	501.0 ± 1.9	503.2 ± 1.6	478.5 ± 1.8	483.0 ± 2.4	475.2 ± 2.7	482.8 ± 4.6	500.2 ± 5.0	472.7 ± 5.0	492.6 ± 1.0
2012 Year 7	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
2014 Year 9	598.0 ± 3.9	593.2 ± 3.8	583.7 ± 3.3	596.5 ± 5.4	576.3 ± 5.0	575.0 ± 6.8	596.2 ± 9.6	569.2 ± 11.5	591.4 ± 1.9
Gain 2008-2010	89.7 ± 8.5	85.7 ± 8.4	106.6 ± 8.6	95.6 ± 8.8	83.5 ± 9.0	81.2 ± 10.4	87.1 ± 10.7	85.8 ± 11.2	92.1 ± 8.3
Gain 2010-2012	45.6 ± 7.2	42.1 ± 6.7	57.6 ± 6.3	57.3 ± 7.0	56.6 ± 7.1	45.8 ± 9.9	47.0 ± 12.3	50.0 ± 15.2	49.2 ± 6.0
Gain 2012-2014	51.4 ± 6.7	47.9 ± 6.3	47.6 ± 5.5	56.2 ± 7.4	44.5 ± 7.1	46.4 ± 10.3	49.0 ± 14.2	46.5 ± 17.9	49.6 ± 4.7

TABLE 4A.125

Table 4A.125 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 - Year 5 - Year 7									
All students									
2010 Year 3	401.0 ± 1.7	410.5 ± 1.6	378.5 ± 2.1	382.8 ± 2.6	379.9 ± 2.8	393.4 ± 4.7	412.6 ± 5.4	329.4 ± 13.7	395.4 ± 1.0
2012 Year 5	497.7 ± 1.9	497.6 ± 1.7	476.1 ± 2.1	477.5 ± 2.8	471.9 ± 2.9	480.4 ± 4.7	504.4 ± 6.7	417.6 ± 16.1	488.7 ± 1.0
2014 Year 7	550.3 ± 3.8	548.6 ± 3.0	543.6 ± 2.5	545.5 ± 3.7	533.9 ± 3.1	533.1 ± 6.7	556.6 ± 9.6	484.4 ± 18.6	545.9 ± 1.7
Gain 2010-2012	96.7 ± 7.8	87.1 ± 7.8	97.6 ± 8.0	94.7 ± 8.3	92.0 ± 8.4	87.0 ± 9.9	91.8 ± 11.3	88.2 ± 22.4	93.3 ± 7.5
Gain 2012-2014	52.6 ± 6.7	51.0 ± 6.3	67.5 ± 6.2	68.0 ± 7.0	62.0 ± 6.7	52.7 ± 9.7	52.2 ± 12.8	66.8 ± 25.2	57.2 ± 5.6
Aboriginal and Torres Strait Islander students (d)									
2010 Year 3	342.5 ± 3.4	359.4 ± 5.7	327.4 ± 4.1	311.5 ± 5.3	321.3 ± 7.5	359.2 ± 9.1	361.7 ± 15.9	266.0 ± 11.9	325.3 ± 3.1
2012 Year 5	436.8 ± 3.2	445.4 ± 4.9	414.3 ± 4.8	395.0 ± 5.6	407.4 ± 6.2	446.9 ± 7.5	447.2 ± 17.0	349.2 ± 15.6	414.0 ± 3.7
2014 Year 7	489.2 ± 3.1	490.6 ± 5.2	487.8 ± 4.1	469.0 ± 5.0	472.9 ± 7.3	498.1 ± 7.4	504.0 ± 16.9	422.5 ± 13.2	478.5 ± 2.8
Gain 2010-2012	94.3 ± 8.8	86.0 ± 10.6	86.9 ± 9.8	83.5 ± 10.7	86.1 ± 12.2	87.7 ± 13.9	85.5 ± 24.4	83.2 ± 21.0	88.7 ± 8.9
Gain 2012-2014	52.4 ± 6.9	45.2 ± 8.8	73.5 ± 8.2	74.0 ± 9.1	65.5 ± 10.9	51.2 ± 11.8	56.8 ± 24.6	73.3 ± 21.1	64.5 ± 7.0
Non-Indigenous students									
2010 Year 3	403.5 ± 1.6	411.2 ± 1.6	382.6 ± 2.0	389.3 ± 2.4	382.0 ± 2.7	395.7 ± 4.6	413.8 ± 5.4	377.0 ± 5.6	399.0 ± 0.9
2012 Year 5	500.7 ± 1.9	498.4 ± 1.6	480.7 ± 2.0	484.1 ± 2.6	474.5 ± 2.8	482.4 ± 4.5	505.6 ± 6.6	473.4 ± 7.6	492.6 ± 1.0
2014 Year 7	553.6 ± 3.8	549.6 ± 3.0	547.8 ± 2.4	551.9 ± 3.6	536.5 ± 3.1	536.1 ± 6.7	558.3 ± 9.3	527.8 ± 11.8	549.7 ± 1.7
Gain 2010-2012	97.2 ± 7.8	87.2 ± 7.8	98.1 ± 7.9	94.8 ± 8.2	92.5 ± 8.4	86.7 ± 9.8	91.8 ± 11.3	96.4 ± 12.0	93.6 ± 7.5
Gain 2012-2014	52.9 ± 6.7	51.2 ± 6.2	67.1 ± 6.1	67.8 ± 6.9	62.0 ± 6.7	53.7 ± 9.6	52.7 ± 12.6	54.4 ± 15.0	57.1 ± 5.6
Year 3 - Year 5									
All students									
2012 Year 3	405.0 ± 1.7	408.9 ± 1.6	380.9 ± 2.1	383.9 ± 2.8	377.4 ± 3.0	391.5 ± 5.3	410.1 ± 4.8	323.2 ± 15.2	395.5 ± 1.0
2014 Year 5	493.4 ± 1.9	496.6 ± 1.7	481.7 ± 2.1	480.6 ± 2.8	470.9 ± 2.9	477.3 ± 4.8	497.4 ± 5.0	422.7 ± 13.4	487.6 ± 1.0
Gain 2012-2014	88.4 ± 7.6	87.7 ± 7.5	100.8 ± 7.8	96.7 ± 8.2	93.5 ± 8.3	85.8 ± 10.1	87.3 ± 10.0	99.5 ± 21.5	92.1 ± 7.3
Aboriginal and Torres Strait Islander students (d)									

Table 4A.125 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012 Year 3	342.2 ± 3.5	359.6 ± 5.8	320.1 ± 4.4	298.4 ± 4.9	310.0 ± 7.2	351.9 ± 8.3	350.6 ± 13.6	251.8 ± 14.4	320.1 ± 3.2
2014 Year 5	433.0 ± 3.0	452.0 ± 4.8	422.3 ± 3.9	397.3 ± 5.4	407.5 ± 8.0	441.3 ± 7.6	442.7 ± 11.6	357.4 ± 11.0	417.9 ± 2.6
Gain 2012-2014	90.8 ± 8.6	92.4 ± 10.4	102.2 ± 9.3	98.9 ± 10.2	97.5 ± 12.9	89.4 ± 13.3	92.1 ± 19.3	105.6 ± 19.5	97.8 ± 8.3
Non-Indigenous students									
2012 Year 3	408.1 ± 1.7	409.5 ± 1.6	385.5 ± 2.0	390.2 ± 2.5	380.2 ± 2.9	393.2 ± 4.8	411.7 ± 4.7	377.0 ± 7.1	399.5 ± 0.9
2014 Year 5	496.6 ± 1.8	497.3 ± 1.6	486.2 ± 1.9	486.9 ± 2.5	473.6 ± 2.8	479.6 ± 4.8	499.1 ± 5.0	469.9 ± 5.7	491.5 ± 0.9
Gain 2012-2014	88.5 ± 7.6	87.8 ± 7.5	100.7 ± 7.7	96.7 ± 8.0	93.4 ± 8.3	86.4 ± 9.9	87.4 ± 9.9	92.9 ± 11.6	92.0 ± 7.3

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2008, 2010, 2012 and 2014 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2008 to 2010 of 23.1 ± 2.7). Data for 2011-2013 are in table 4A.143. Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

Source: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney.

TABLE 4A.126

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Average age (d)	8 y 7 m	8 y 9 m	8 y 5 m	8 y 5 m	8 y 7 m	8 y 10 m	8 y 8 m	8 y 6 m	8 y 7 m
Years of schooling (d)	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m	3 y 4 m
All students	96.4 ± 0.3	96.2 ± 0.4	95.8 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	95.4 ± 0.9	96.6 ± 1.1	75.7 ± 5.6	95.7 ± 0.2
Aboriginal and Torres Strait Islander students (e)	88.5 ± 1.5	88.7 ± 2.9	84.6 ± 2.2	76.9 ± 3.2	76.5 ± 5.1	90.6 ± 3.3	91.4 ± 4.9	50.4 ± 6.0	81.6 ± 1.5
Non-Indigenous students	96.9 ± 0.2	96.5 ± 0.3	96.7 ± 0.3	96.8 ± 0.4	95.3 ± 0.6	95.8 ± 0.8	96.7 ± 1.0	95.8 ± 1.7	96.6 ± 0.1
LBOTE students (f)	96.1 ± 0.4	95.4 ± 0.6	92.4 ± 1.5	93.6 ± 1.3	92.0 ± 2.3	94.2 ± 3.4	93.6 ± 2.7	55.2 ± 7.5	94.2 ± 0.4
Male students	95.7 ± 0.3	95.2 ± 0.5	95.2 ± 0.5	94.9 ± 0.7	93.4 ± 0.9	94.6 ± 1.1	96.0 ± 1.4	74.0 ± 6.2	95.0 ± 0.2
Female students	97.1 ± 0.3	97.2 ± 0.3	96.5 ± 0.4	95.9 ± 0.5	95.4 ± 0.7	96.2 ± 0.9	97.2 ± 1.1	77.6 ± 5.4	96.5 ± 0.2
Year 5									
Average age (d)	10 y 7 m	10 y 9 m	10 y 5 m	10 y 5 m	10 y 7 m	10 y 11 m	10 y 8 m	10 y 6 m	10 y 7 m
Years of schooling (d)	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m	5 y 4 m
All students	93.9 ± 0.4	94.4 ± 0.4	93.6 ± 0.5	92.7 ± 0.7	92.0 ± 0.9	92.4 ± 1.1	95.0 ± 1.3	69.7 ± 7.1	93.4 ± 0.2
Aboriginal and Torres Strait Islander students (e)	81.0 ± 1.7	85.6 ± 2.5	76.7 ± 2.3	65.3 ± 4.1	69.1 ± 5.9	82.9 ± 5.0	87.1 ± 8.5	40.0 ± 6.9	73.0 ± 1.7
Non-Indigenous students	94.6 ± 0.3	94.7 ± 0.4	95.0 ± 0.4	94.9 ± 0.5	93.0 ± 0.8	93.2 ± 1.1	95.2 ± 1.2	93.6 ± 2.6	94.6 ± 0.2
LBOTE students (f)	93.8 ± 0.6	93.2 ± 0.7	89.3 ± 1.9	91.9 ± 1.4	90.0 ± 2.2	91.6 ± 3.7	93.1 ± 2.5	45.3 ± 8.8	91.7 ± 0.6
Male students	93.6 ± 0.4	94.2 ± 0.5	93.7 ± 0.6	93.0 ± 0.8	92.2 ± 1.0	92.4 ± 1.5	94.7 ± 1.7	69.3 ± 7.6	93.3 ± 0.3
Female students	94.1 ± 0.4	94.6 ± 0.4	93.5 ± 0.5	92.5 ± 0.8	91.7 ± 1.0	92.4 ± 1.4	95.3 ± 1.5	70.1 ± 6.9	93.4 ± 0.3
Year 7									
Average age (d)	12 y 7 m	12 y 9 m	12 y 1 m	12 y 5 m	12 y 7 m	12 y 11 m	12 y 8 m	12 y 6 m	12 y 6 m
Years of schooling (d)	7 y 4 m	7 y 4 m	6 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 4 m	7 y 2 m
All students	95.1 ± 0.4	95.7 ± 0.5	95.4 ± 0.4	95.1 ± 0.6	94.6 ± 0.7	94.5 ± 1.3	95.8 ± 1.4	72.3 ± 8.0	95.0 ± 0.2

TABLE 4A.126

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students (e)	83.2 ± 1.6	86.1 ± 4.0	83.2 ± 2.0	74.0 ± 3.4	78.3 ± 4.1	86.3 ± 3.8	90.0 ± 7.4	45.2 ± 7.9	78.1 ± 1.6
Non-Indigenous students	95.8 ± 0.4	96.0 ± 0.5	96.3 ± 0.3	96.7 ± 0.4	95.4 ± 0.7	95.3 ± 1.3	96.0 ± 1.4	94.2 ± 2.5	96.0 ± 0.2
LBOTE students (f)	95.4 ± 0.7	95.1 ± 0.8	92.0 ± 1.7	93.9 ± 1.3	92.6 ± 1.9	91.1 ± 5.2	95.2 ± 2.6	48.6 ± 11.0	93.6 ± 0.6
Male students	95.0 ± 0.5	95.3 ± 0.7	95.1 ± 0.5	95.0 ± 0.7	94.2 ± 0.9	94.2 ± 1.7	95.2 ± 2.0	70.8 ± 8.2	94.7 ± 0.3
Female students	95.3 ± 0.5	96.2 ± 0.4	95.7 ± 0.4	95.2 ± 0.7	95.1 ± 0.8	94.9 ± 1.3	96.5 ± 1.4	74.0 ± 8.3	95.3 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 5 m	14 y 7 m	14 y 10 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	90.4 ± 0.7	92.2 ± 0.7	90.1 ± 0.9	90.8 ± 1.2	90.1 ± 1.6	88.0 ± 2.1	92.9 ± 2.4	68.2 ± 8.1	90.6 ± 0.4
Aboriginal and Torres Strait Islander students (e)	69.5 ± 2.3	75.8 ± 3.8	68.2 ± 2.9	60.6 ± 4.5	67.6 ± 6.2	76.4 ± 4.6	70.9 ± 11.3	35.8 ± 7.6	65.7 ± 1.6
Non-Indigenous students	91.7 ± 0.6	92.6 ± 0.6	91.7 ± 0.7	93.0 ± 0.9	91.1 ± 1.5	89.5 ± 1.8	93.6 ± 2.1	90.0 ± 3.7	92.0 ± 0.3
LBOTE students (f)	92.0 ± 1.1	91.0 ± 1.3	85.7 ± 3.2	89.9 ± 2.2	88.0 ± 4.2	86.0 ± 6.0	92.0 ± 3.6	44.1 ± 12.1	89.8 ± 0.8
Male students	90.8 ± 0.8	92.6 ± 0.8	90.4 ± 1.0	91.5 ± 1.3	90.8 ± 1.6	88.2 ± 2.4	93.5 ± 2.8	68.6 ± 8.4	90.9 ± 0.4
Female students	90.1 ± 0.8	91.7 ± 0.7	89.8 ± 1.0	90.1 ± 1.4	89.4 ± 1.8	87.8 ± 2.2	92.3 ± 2.7	67.7 ± 8.5	90.1 ± 0.4

TABLE 4A.126

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 3										
	Proportion	96.4 ± 0.3	96.2 ± 0.4	95.8 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	95.4 ± 0.9	96.6 ± 1.1	75.7 ± 5.6	95.7 ± 0.2
	Compared to									
<i>NSW</i>	96.4 ± 0.3	..	■	■	■	Δ	■	■	▲	■
<i>Vic</i>	96.2 ± 0.4	■	..	■	■	Δ	■	■	▲	■
<i>Qld</i>	95.8 ± 0.4	■	■	..	■	■	■	■	▲	■
<i>WA</i>	95.4 ± 0.5	■	■	■	..	■	■	■	▲	■
<i>SA</i>	94.4 ± 0.7	▽	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	95.4 ± 0.9	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	96.6 ± 1.1	■	■	■	■	Δ	■	..	▲	■
<i>NT</i>	75.7 ± 5.6	▽	▽	▽	▽	▽	▽	▽	..	▽
<i>Aust</i>	95.7 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 5										
	Proportion	93.9 ± 0.4	94.4 ± 0.4	93.6 ± 0.5	92.7 ± 0.7	92.0 ± 0.9	92.4 ± 1.1	95.0 ± 1.3	69.7 ± 7.1	93.4 ± 0.2
	Compared to									
<i>NSW</i>	93.9 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	94.4 ± 0.4	■	..	■	■	Δ	■	■	▲	■
<i>Qld</i>	93.6 ± 0.5	■	■	..	■	■	■	■	▲	■
<i>WA</i>	92.7 ± 0.7	■	■	■	..	■	■	▽	▲	■
<i>SA</i>	92.0 ± 0.9	■	▽	■	■	..	■	▽	▲	■
<i>Tas</i>	92.4 ± 1.1	■	■	■	■	■	..	▽	▲	■
<i>ACT</i>	95.0 ± 1.3	■	■	■	Δ	Δ	Δ	..	▲	■
<i>NT</i>	69.7 ± 7.1	▽	▽	▽	▽	▽	▽	▽	..	▽
<i>Aust</i>	93.4 ± 0.2	■	■	■	■	■	■	■	▲	..

TABLE 4A.126

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Statistical difference of proportions at and above national minimum standard, all students, year 7										
	Proportion	95.1 ± 0.4	95.7 ± 0.5	95.4 ± 0.4	95.1 ± 0.6	94.6 ± 0.7	94.5 ± 1.3	95.8 ± 1.4	72.3 ± 8.0	95.0 ± 0.2
	Compared to									
<i>NSW</i>	95.1 ± 0.4	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	95.7 ± 0.5	■	..	■	■	■	■	■	▲	■
<i>Qld</i>	95.4 ± 0.4	■	■	..	■	■	■	■	▲	■
<i>WA</i>	95.1 ± 0.6	■	■	■	..	■	■	■	▲	■
<i>SA</i>	94.6 ± 0.7	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	94.5 ± 1.3	■	■	■	■	■	..	■	▲	■
<i>ACT</i>	95.8 ± 1.4	■	■	■	■	■	■	..	▲	■
<i>NT</i>	72.3 ± 8.0	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	95.0 ± 0.2	■	■	■	■	■	■	■	▲	..
Statistical difference of proportions at and above national minimum standard, all students, year 9										
	Proportion	90.4 ± 0.7	92.2 ± 0.7	90.1 ± 0.9	90.8 ± 1.2	90.1 ± 1.6	88.0 ± 2.1	92.9 ± 2.4	68.2 ± 8.1	90.6 ± 0.4
	Compared to									
<i>NSW</i>	90.4 ± 0.7	..	■	■	■	■	■	■	▲	■
<i>Vic</i>	92.2 ± 0.7	■	..	■	■	■	△	■	▲	■
<i>Qld</i>	90.1 ± 0.9	■	■	..	■	■	■	▽	▲	■
<i>WA</i>	90.8 ± 1.2	■	■	■	..	■	■	■	▲	■
<i>SA</i>	90.1 ± 1.6	■	■	■	■	..	■	■	▲	■
<i>Tas</i>	88.0 ± 2.1	■	▽	■	■	■	..	▽	▲	■
<i>ACT</i>	92.9 ± 2.4	■	■	△	■	■	△	..	▲	■
<i>NT</i>	68.2 ± 8.1	▼	▼	▼	▼	▼	▼	▼	..	▼
<i>Aust</i>	90.6 ± 0.4	■	■	■	■	■	■	■	▲	..

Table 4A.126 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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LBOTE = Language Background Other Than English.

▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the comparison State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the comparison State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the comparison State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the comparison State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the comparison State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.108.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

.. Not applicable.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.127

Table 4A.127 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	90.9 ± 1.6	89.0 ± 3.8	86.6 ± 2.3	84.2 ± 3.2	82.8 ± 5.0	91.9 ± 5.9	91.2 ± 5.0	..	87.9 ± 1.3
Provincial	87.3 ± 2.3	88.4 ± 3.7	88.9 ± 2.2	83.6 ± 4.3	77.0 ± 6.4	90.2 ± 4.3	np	82.6 ± 7.5	86.9 ± 1.5
Remote	74.6 ± 10.3	np	70.9 ± 12.7	73.2 ± 7.2	np	np	..	62.8 ± 9.8	70.5 ± 4.8
Very remote	86.8 ± 10.5	..	71.8 ± 9.6	61.3 ± 8.1	43.6 ± 21.0	np	..	34.3 ± 5.8	53.0 ± 5.4
Total	88.5 ± 1.5	88.7 ± 2.9	84.6 ± 2.2	76.9 ± 3.2	76.5 ± 5.1	90.6 ± 3.3	91.4 ± 4.9	50.4 ± 6.0	81.6 ± 1.5
Non-Indigenous students									
Metropolitan	97.0 ± 0.3	96.7 ± 0.4	96.9 ± 0.4	96.9 ± 0.5	95.6 ± 0.8	96.0 ± 1.3	96.7 ± 1.0	..	96.8 ± 0.2
Provincial	96.4 ± 0.4	96.0 ± 0.8	96.3 ± 0.5	96.5 ± 0.7	94.4 ± 1.2	95.6 ± 1.0	np	95.2 ± 2.2	96.1 ± 0.3
Remote	94.9 ± 2.8	99.5 ± 2.8	96.3 ± 1.8	96.5 ± 1.7	96.3 ± 1.8	92.7 ± 14.4	..	98.0 ± 1.9	96.4 ± 0.9
Very remote	96.9 ± 4.8	..	93.9 ± 3.7	96.2 ± 3.0	92.9 ± 7.2	np	..	96.3 ± 4.1	95.3 ± 2.0
Total	96.9 ± 0.2	96.5 ± 0.3	96.7 ± 0.3	96.8 ± 0.4	95.3 ± 0.6	95.8 ± 0.8	96.7 ± 1.0	95.8 ± 1.7	96.6 ± 0.1
All students									
Metropolitan	96.8 ± 0.3	96.4 ± 0.4	96.4 ± 0.4	96.4 ± 0.5	95.0 ± 0.8	95.9 ± 1.3	96.6 ± 1.1	..	96.4 ± 0.2
Provincial	95.3 ± 0.5	95.6 ± 0.8	95.6 ± 0.5	95.4 ± 0.9	93.3 ± 1.4	95.1 ± 1.1	np	92.8 ± 3.0	95.3 ± 0.3
Remote	86.9 ± 6.4	99.6 ± 2.8	90.1 ± 4.6	91.3 ± 3.2	95.7 ± 2.0	91.2 ± 15.8	..	82.1 ± 8.1	89.9 ± 2.1
Very remote	92.3 ± 6.5	..	80.3 ± 7.2	76.3 ± 6.9	68.0 ± 17.6	np	..	42.3 ± 9.6	66.9 ± 5.3
Total	96.4 ± 0.3	96.2 ± 0.4	95.8 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	95.4 ± 0.9	96.6 ± 1.1	75.7 ± 5.6	95.7 ± 0.2
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	84.7 ± 2.2	85.9 ± 3.4	80.9 ± 2.4	74.7 ± 4.8	77.1 ± 5.9	80.1 ± 7.2	87.6 ± 8.9	..	81.8 ± 1.3
Provincial	78.7 ± 2.3	85.3 ± 3.6	79.2 ± 3.4	72.3 ± 6.7	68.5 ± 8.3	84.7 ± 6.1	np	74.5 ± 7.7	78.5 ± 1.6
Remote	69.9 ± 9.5	np	60.6 ± 10.6	56.3 ± 8.0	np	np	..	55.7 ± 9.8	59.6 ± 4.6

TABLE 4A.127

Table 4A.127 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	63.7 ± 17.2	..	59.3 ± 8.9	50.4 ± 8.3	42.5 ± 16.9	np	..	24.3 ± 6.3	40.3 ± 5.7
Total	81.0 ± 1.7	85.6 ± 2.5	76.7 ± 2.3	65.3 ± 4.1	69.1 ± 5.9	82.9 ± 5.0	87.1 ± 8.5	40.0 ± 6.9	73.0 ± 1.7
Non-Indigenous students									
Metropolitan	94.9 ± 0.4	94.9 ± 0.5	95.3 ± 0.5	95.4 ± 0.6	93.2 ± 1.1	93.2 ± 2.1	95.2 ± 1.2	..	94.9 ± 0.2
Provincial	93.7 ± 0.5	94.3 ± 0.6	94.3 ± 0.7	93.6 ± 1.1	92.5 ± 1.4	93.1 ± 1.2	np	92.8 ± 3.4	93.9 ± 0.3
Remote	91.0 ± 5.6	96.1 ± 5.8	93.5 ± 2.4	93.0 ± 2.4	93.2 ± 3.3	95.7 ± 5.8	..	95.5 ± 2.4	93.4 ± 1.3
Very remote	93.5 ± 7.1	..	91.0 ± 3.9	91.5 ± 4.0	92.6 ± 6.4	np	..	97.1 ± 3.8	92.3 ± 2.4
Total	94.6 ± 0.3	94.7 ± 0.4	95.0 ± 0.4	94.9 ± 0.5	93.0 ± 0.8	93.2 ± 1.1	95.2 ± 1.2	93.6 ± 2.6	94.6 ± 0.2
All students									
Metropolitan	94.5 ± 0.4	94.6 ± 0.5	94.5 ± 0.5	94.6 ± 0.6	92.7 ± 1.1	92.4 ± 2.1	95.0 ± 1.3	..	94.4 ± 0.2
Provincial	92.1 ± 0.7	93.9 ± 0.7	92.9 ± 0.8	91.7 ± 1.5	91.0 ± 1.7	92.4 ± 1.2	np	89.3 ± 3.8	92.5 ± 0.4
Remote	83.1 ± 5.0	96.1 ± 5.7	85.5 ± 4.7	83.8 ± 4.7	91.4 ± 3.6	94.5 ± 6.9	..	80.6 ± 7.5	85.1 ± 2.4
Very remote	77.8 ± 11.5	..	72.9 ± 6.6	67.5 ± 8.0	64.7 ± 16.7	np	..	31.5 ± 11.1	56.6 ± 6.3
Total	93.9 ± 0.4	94.4 ± 0.4	93.6 ± 0.5	92.7 ± 0.7	92.0 ± 0.9	92.4 ± 1.1	95.0 ± 1.3	69.7 ± 7.1	93.4 ± 0.2
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	86.5 ± 2.0	87.3 ± 6.8	86.4 ± 2.4	85.9 ± 4.5	83.6 ± 4.5	84.7 ± 6.5	90.0 ± 7.4	..	86.3 ± 1.3
Provincial	81.3 ± 2.7	84.8 ± 4.1	85.2 ± 3.1	81.3 ± 4.9	80.2 ± 6.4	87.1 ± 4.5	..	75.5 ± 6.9	82.5 ± 1.6
Remote	69.2 ± 11.2	np	68.9 ± 10.8	69.9 ± 6.6	np	np	..	53.9 ± 12.8	65.6 ± 5.7
Very remote	np	..	67.8 ± 9.5	53.6 ± 7.5	42.5 ± 19.1	np	..	29.4 ± 6.8	45.4 ± 5.6
Total	83.2 ± 1.6	86.1 ± 4.0	83.2 ± 2.0	74.0 ± 3.4	78.3 ± 4.1	86.3 ± 3.8	90.0 ± 7.4	45.2 ± 7.9	78.1 ± 1.6
Non-Indigenous students									
Metropolitan	96.0 ± 0.5	96.1 ± 0.6	96.5 ± 0.4	96.9 ± 0.5	95.4 ± 0.9	95.0 ± 2.1	96.0 ± 1.4	..	96.2 ± 0.2
Provincial	95.0 ± 0.6	95.6 ± 0.8	95.9 ± 0.5	95.9 ± 0.9	95.3 ± 1.0	95.6 ± 1.2	..	93.7 ± 3.1	95.5 ± 0.3

TABLE 4A.127

Table 4A.127 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	92.1 ± 5.6	94.6 ± 7.2	95.4 ± 1.9	96.5 ± 1.5	95.9 ± 2.2	88.5 ± 7.1	..	95.6 ± 3.8	95.6 ± 1.1
Very remote	98.1 ± 6.8	..	93.4 ± 3.0	95.6 ± 2.9	91.4 ± 6.5	np	..	96.8 ± 4.1	94.6 ± 2.0
Total	95.8 ± 0.4	96.0 ± 0.5	96.3 ± 0.3	96.7 ± 0.4	95.4 ± 0.7	95.3 ± 1.3	96.0 ± 1.4	94.2 ± 2.5	96.0 ± 0.2
All students									
Metropolitan	95.7 ± 0.5	95.9 ± 0.6	96.0 ± 0.5	96.5 ± 0.6	95.0 ± 0.9	94.2 ± 2.3	95.8 ± 1.4	..	95.8 ± 0.3
Provincial	93.5 ± 0.8	95.2 ± 0.8	94.9 ± 0.6	94.7 ± 1.1	94.5 ± 1.2	94.8 ± 1.3	..	90.0 ± 3.9	94.4 ± 0.4
Remote	82.0 ± 8.1	94.8 ± 6.9	89.6 ± 4.1	90.1 ± 3.3	95.3 ± 2.0	89.5 ± 8.0	..	77.5 ± 12.4	88.0 ± 2.8
Very remote	78.9 ± 22.6	..	78.8 ± 6.8	69.7 ± 8.2	67.7 ± 17.8	np	..	35.6 ± 9.8	60.8 ± 6.0
Total	95.1 ± 0.4	95.7 ± 0.5	95.4 ± 0.4	95.1 ± 0.6	94.6 ± 0.7	94.5 ± 1.3	95.8 ± 1.4	72.3 ± 8.0	95.0 ± 0.2
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	73.3 ± 3.0	77.5 ± 5.4	72.1 ± 4.1	69.0 ± 6.9	70.3 ± 7.4	73.6 ± 9.8	70.9 ± 11.3	..	72.4 ± 2.3
Provincial	68.0 ± 3.1	74.2 ± 4.9	71.0 ± 3.6	66.1 ± 6.8	68.5 ± 9.9	77.9 ± 4.9	..	58.7 ± 10.5	69.1 ± 2.0
Remote	48.6 ± 12.2	np	45.6 ± 14.1	55.4 ± 10.8	np	np	..	39.7 ± 11.3	48.3 ± 6.3
Very remote	np	..	36.8 ± 10.0	37.1 ± 10.4	np	np	..	17.1 ± 5.2	28.5 ± 5.4
Total	69.5 ± 2.3	75.8 ± 3.8	68.2 ± 2.9	60.6 ± 4.5	67.6 ± 6.2	76.4 ± 4.6	70.9 ± 11.3	35.8 ± 7.6	65.7 ± 1.6
Non-Indigenous students									
Metropolitan	92.4 ± 0.7	92.8 ± 0.8	92.3 ± 0.9	93.5 ± 1.1	91.2 ± 1.9	89.7 ± 3.1	93.6 ± 2.1	..	92.5 ± 0.4
Provincial	89.5 ± 1.0	91.8 ± 1.0	90.2 ± 1.2	91.8 ± 1.7	90.6 ± 2.1	89.3 ± 2.3	..	90.2 ± 4.2	90.5 ± 0.6
Remote	83.0 ± 5.9	97.6 ± 4.4	86.4 ± 4.0	91.2 ± 3.5	91.9 ± 5.1	np	..	90.0 ± 6.9	89.8 ± 2.1
Very remote	90.0 ± 9.8	..	82.2 ± 6.1	88.9 ± 6.4	93.6 ± 7.2	np	..	86.5 ± 6.8	87.2 ± 3.7
Total	91.7 ± 0.6	92.6 ± 0.6	91.7 ± 0.7	93.0 ± 0.9	91.1 ± 1.5	89.5 ± 1.8	93.6 ± 2.1	90.0 ± 3.7	92.0 ± 0.3
All students									
Metropolitan	91.7 ± 0.8	92.5 ± 0.8	91.3 ± 1.0	92.4 ± 1.3	90.5 ± 2.0	88.1 ± 3.8	92.9 ± 2.4	..	91.8 ± 0.5

Table 4A.127 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2013 (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	87.1 ± 1.3	91.1 ± 1.1	88.5 ± 1.3	89.7 ± 2.2	89.4 ± 2.5	87.8 ± 2.4	..	83.3 ± 5.4	88.7 ± 0.7
Remote	66.4 ± 9.1	97.6 ± 4.4	74.9 ± 7.8	81.3 ± 7.1	90.1 ± 6.4	np	..	67.2 ± 13.5	77.8 ± 4.3
Very remote	62.8 ± 26.1	..	57.7 ± 11.3	56.0 ± 12.0	71.4 ± 15.3	np	..	22.6 ± 8.1	47.8 ± 7.0
Total	90.4 ± 0.7	92.2 ± 0.7	90.1 ± 0.9	90.8 ± 1.2	90.1 ± 1.6	88.0 ± 2.1	92.9 ± 2.4	68.2 ± 8.1	90.6 ± 0.4

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the Education Council (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.133. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for years 2008-2012 were included in earlier Reports. Data for 2014 are at table 4A.109.
- .. Not applicable. **np** Not published.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.128

Table 4A.128 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	98.6 ± 0.2	98.1 ± 0.3	98.9 ± 0.2	98.5 ± 0.3	98.3 ± 0.6	99.3 ± 0.5	97.7 ± 1.3	98.0 ± 1.2	98.5 ± 0.1
Advanced diploma/diploma	97.3 ± 0.3	96.7 ± 0.5	97.6 ± 0.4	97.3 ± 0.6	96.7 ± 1.0	96.9 ± 1.9	97.0 ± 1.8	94.9 ± 3.0	97.2 ± 0.2
Certificate I to IV (e)	95.8 ± 0.4	95.8 ± 0.5	96.2 ± 0.5	96.2 ± 0.7	95.2 ± 0.9	95.6 ± 1.1	94.8 ± 2.2	90.3 ± 3.3	95.8 ± 0.2
Year 12 or equivalent	95.7 ± 0.7	95.4 ± 0.7	94.5 ± 0.7	95.3 ± 1.1	94.4 ± 1.4	95.3 ± 3.4	95.2 ± 2.6	94.0 ± 5.2	95.2 ± 0.4
Year 11 or equivalent or below	90.2 ± 0.8	90.5 ± 1.1	89.2 ± 1.3	89.7 ± 1.5	86.0 ± 1.8	89.5 ± 2.5	91.9 ± 5.1	58.7 ± 8.8	89.2 ± 0.6
Not stated (f)	93.4 ± 1.1	94.0 ± 1.6	92.1 ± 1.1	90.3 ± 1.8	88.3 ± 2.9	94.7 ± 2.8	95.5 ± 3.0	51.3 ± 9.5	90.2 ± 0.9
Parental occupation (g)									
Senior management and qualified professionals	98.8 ± 0.2	98.6 ± 0.3	98.8 ± 0.2	98.6 ± 0.4	98.5 ± 0.5	99.3 ± 0.5	97.8 ± 1.2	97.3 ± 1.4	98.7 ± 0.1
Other business managers and associate professionals	98.2 ± 0.2	97.9 ± 0.3	98.2 ± 0.3	98.0 ± 0.5	97.3 ± 0.6	97.8 ± 1.2	97.7 ± 1.0	95.0 ± 3.2	98.0 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	96.8 ± 0.4	96.9 ± 0.4	96.6 ± 0.5	97.0 ± 0.6	96.7 ± 0.8	96.3 ± 1.3	96.6 ± 1.9	91.9 ± 3.0	96.7 ± 0.2
Machine operators, hospitality staff, assistants, labourers	94.7 ± 0.6	94.3 ± 0.7	93.8 ± 0.8	93.8 ± 1.1	93.7 ± 1.2	93.8 ± 1.9	92.3 ± 4.7	75.5 ± 8.5	94.1 ± 0.3
Not in paid work in previous 12 months	90.7 ± 0.9	89.9 ± 1.1	88.9 ± 1.5	89.2 ± 2.2	87.8 ± 2.2	88.6 ± 3.3	91.2 ± 5.1	56.1 ± 9.3	89.3 ± 0.6
Not stated (h)	91.9 ± 0.8	93.8 ± 1.9	92.4 ± 0.9	91.3 ± 1.3	87.7 ± 2.0	93.3 ± 2.8	94.0 ± 2.8	50.2 ± 7.2	90.6 ± 0.7
Year 5									
Parental education (d)									
Bachelor degree or above	97.9 ± 0.3	97.5 ± 0.4	98.1 ± 0.3	98.0 ± 0.4	97.5 ± 0.7	97.9 ± 1.0	97.0 ± 1.2	95.7 ± 2.5	97.8 ± 0.2
Advanced diploma/diploma	95.9 ± 0.4	95.4 ± 0.6	96.3 ± 0.5	96.0 ± 0.8	94.8 ± 1.1	96.5 ± 1.6	95.1 ± 1.8	95.0 ± 3.1	95.8 ± 0.2
Certificate I to IV (e)	93.0 ± 0.5	93.7 ± 0.5	93.8 ± 0.6	93.4 ± 0.8	91.9 ± 1.1	93.4 ± 1.4	90.3 ± 2.9	86.6 ± 4.5	93.2 ± 0.3

TABLE 4A.128

Table 4A.128 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	92.3 ± 0.8	92.8 ± 0.9	92.5 ± 1.0	92.3 ± 1.4	92.2 ± 1.5	88.7 ± 3.8	95.8 ± 2.7	84.4 ± 8.5	92.4 ± 0.5
Year 11 or equivalent or below	84.4 ± 0.9	86.9 ± 1.2	84.6 ± 1.6	84.8 ± 1.9	83.3 ± 2.2	84.2 ± 2.6	82.7 ± 6.9	57.7 ± 7.7	84.6 ± 0.6
Not stated (f)	90.3 ± 1.1	93.0 ± 1.7	89.3 ± 1.4	85.7 ± 2.3	86.2 ± 2.7	91.3 ± 4.0	96.1 ± 2.2	43.6 ± 12.3	87.1 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	98.0 ± 0.3	98.0 ± 0.4	98.1 ± 0.3	98.1 ± 0.4	97.4 ± 0.7	97.9 ± 0.9	97.3 ± 1.1	95.2 ± 2.2	97.9 ± 0.2
Other business managers and associate professionals	96.6 ± 0.3	96.9 ± 0.4	97.1 ± 0.5	96.8 ± 0.6	95.8 ± 0.8	96.4 ± 1.4	95.7 ± 1.5	93.1 ± 4.9	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.4 ± 0.4	95.3 ± 0.5	95.1 ± 0.5	94.5 ± 0.8	93.9 ± 1.1	94.9 ± 1.5	94.0 ± 2.4	89.7 ± 3.7	94.7 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.1 ± 0.7	91.4 ± 0.8	89.1 ± 1.0	89.4 ± 1.5	89.5 ± 1.8	90.1 ± 2.0	88.8 ± 6.1	72.1 ± 8.4	90.4 ± 0.4
Not in paid work in previous 12 months	84.7 ± 1.1	85.8 ± 1.2	83.1 ± 1.7	83.5 ± 2.4	83.1 ± 2.9	79.6 ± 3.7	85.8 ± 5.9	52.9 ± 9.6	84.1 ± 0.7
Not stated (h)	88.6 ± 0.9	94.2 ± 1.5	89.2 ± 1.1	86.8 ± 1.8	85.5 ± 2.1	88.5 ± 3.7	93.6 ± 2.8	42.1 ± 9.5	87.1 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.3	98.4 ± 0.3	98.7 ± 0.2	98.7 ± 0.4	98.1 ± 0.6	98.3 ± 0.8	98.0 ± 0.9	94.8 ± 2.9	98.4 ± 0.1
Advanced diploma/diploma	96.9 ± 0.4	96.8 ± 0.5	97.3 ± 0.4	97.5 ± 0.6	96.8 ± 0.9	97.9 ± 1.1	96.6 ± 1.5	95.3 ± 3.6	97.0 ± 0.2
Certificate I to IV (e)	94.7 ± 0.5	95.0 ± 0.6	95.7 ± 0.5	96.2 ± 0.6	95.6 ± 1.0	95.0 ± 1.3	93.5 ± 2.9	88.7 ± 4.5	95.1 ± 0.2
Year 12 or equivalent	94.1 ± 0.8	95.3 ± 0.9	94.9 ± 0.8	94.9 ± 1.2	94.4 ± 1.2	91.8 ± 3.5	93.4 ± 3.5	83.8 ± 8.5	94.6 ± 0.4
Year 11 or equivalent or below	87.5 ± 1.1	89.2 ± 1.4	89.2 ± 1.2	88.8 ± 1.8	88.1 ± 1.7	88.7 ± 2.6	84.8 ± 8.1	65.3 ± 8.7	88.1 ± 0.6
Not stated (f)	92.1 ± 1.3	95.5 ± 1.5	91.8 ± 1.1	90.3 ± 1.8	91.8 ± 1.8	95.5 ± 2.3	94.7 ± 3.8	46.0 ± 13.1	90.5 ± 0.9
Parental occupation (g)									

TABLE 4A.128

Table 4A.128 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Senior management and qualified professionals	98.5 ± 0.3	98.7 ± 0.3	98.7 ± 0.2	98.8 ± 0.4	98.5 ± 0.5	98.5 ± 0.8	98.3 ± 0.7	95.3 ± 2.4	98.6 ± 0.1
Other business managers and associate professionals	97.6 ± 0.3	97.8 ± 0.4	97.8 ± 0.4	97.8 ± 0.5	97.4 ± 0.8	97.7 ± 1.1	97.2 ± 1.1	94.5 ± 3.3	97.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.8 ± 0.4	96.5 ± 0.5	96.5 ± 0.4	97.0 ± 0.8	96.2 ± 0.9	95.2 ± 1.8	94.7 ± 1.9	90.5 ± 4.3	96.2 ± 0.2
Machine operators, hospitality staff, assistants, labourers	93.0 ± 0.7	93.6 ± 0.9	92.8 ± 0.8	93.2 ± 1.3	94.3 ± 1.4	92.7 ± 2.4	90.9 ± 4.9	72.4 ± 9.0	93.1 ± 0.5
Not in paid work in previous 12 months	86.3 ± 1.5	87.2 ± 1.6	86.7 ± 1.7	86.3 ± 2.4	86.2 ± 3.0	85.3 ± 4.7	85.7 ± 8.4	58.4 ± 11.3	86.3 ± 0.8
Not stated (h)	89.6 ± 1.3	96.3 ± 1.4	91.8 ± 1.0	90.5 ± 1.5	89.9 ± 1.6	93.9 ± 2.3	92.4 ± 4.4	43.9 ± 8.7	89.9 ± 0.8
Year 9									
Parental education (d)									
Bachelor degree or above	97.7 ± 0.3	97.4 ± 0.5	97.1 ± 0.5	97.6 ± 0.5	96.9 ± 0.8	96.6 ± 1.2	97.9 ± 1.1	93.2 ± 3.7	97.4 ± 0.2
Advanced diploma/diploma	94.1 ± 0.6	93.9 ± 0.8	93.5 ± 0.8	94.3 ± 1.0	94.3 ± 1.3	93.6 ± 2.0	93.3 ± 2.7	90.2 ± 4.2	93.9 ± 0.3
Certificate I to IV (e)	89.2 ± 0.8	90.9 ± 0.7	90.1 ± 0.8	92.1 ± 1.1	89.8 ± 1.6	89.1 ± 2.1	88.7 ± 3.8	81.7 ± 6.6	90.0 ± 0.4
Year 12 or equivalent	89.8 ± 1.3	91.1 ± 1.2	89.1 ± 1.2	90.8 ± 1.7	90.0 ± 2.5	86.8 ± 4.7	89.0 ± 4.1	79.9 ± 9.7	90.0 ± 0.7
Year 11 or equivalent or below	77.6 ± 1.4	82.7 ± 1.4	79.2 ± 1.6	80.0 ± 2.6	79.7 ± 2.5	76.5 ± 4.0	77.2 ± 8.7	54.6 ± 10.7	79.3 ± 0.8
Not stated (f)	84.1 ± 1.7	91.0 ± 2.2	85.4 ± 2.1	82.9 ± 3.5	85.3 ± 3.6	86.3 ± 5.4	88.0 ± 6.6	44.2 ± 15.4	84.2 ± 1.2
Parental occupation (g)									
Senior management and qualified professionals	97.3 ± 0.4	97.5 ± 0.5	97.0 ± 0.5	97.0 ± 0.6	97.0 ± 0.8	96.6 ± 1.3	97.2 ± 1.3	92.6 ± 3.9	97.2 ± 0.2
Other business managers and associate professionals	95.0 ± 0.5	95.6 ± 0.5	94.7 ± 0.6	95.3 ± 0.8	95.1 ± 1.0	92.9 ± 1.6	95.6 ± 2.0	88.4 ± 3.6	95.1 ± 0.3

Table 4A.128 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Tradespeople, clerks, skilled office, sales and service staff	91.4 ± 0.6	93.0 ± 0.7	90.7 ± 0.8	92.2 ± 1.1	91.9 ± 1.3	91.2 ± 2.2	91.1 ± 3.4	83.3 ± 5.2	91.7 ± 0.4
Machine operators, hospitality staff, assistants, labourers	85.6 ± 1.0	88.3 ± 1.0	84.5 ± 1.3	86.6 ± 2.1	86.4 ± 2.1	83.3 ± 2.8	84.6 ± 6.1	66.6 ± 10.1	86.2 ± 0.6
Not in paid work in previous 12 months	77.0 ± 2.0	80.1 ± 1.7	74.5 ± 3.0	73.4 ± 4.5	78.1 ± 4.2	70.1 ± 5.0	76.6 ± 11.1	47.8 ± 13.2	77.2 ± 1.1
Not stated (h)	82.2 ± 1.4	92.0 ± 2.3	84.9 ± 1.8	83.4 ± 2.8	81.5 ± 3.8	83.9 ± 5.0	85.5 ± 5.7	39.9 ± 9.7	83.1 ± 1.1

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.133. Readers are urged to be cautious when comparing results.

(c) Data for 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.110.

(d) The higher level of school or non-school education that either parent/guardian has completed is reported.

(e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(f) Parental education may not have been stated on enrolment forms.

(g) The higher occupational group of either parent/guardian is reported.

(h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.129

Table 4A.129 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	349.6 ± 2.8	363.6 ± 4.9	334.0 ± 3.8	315.7 ± 4.8	319.8 ± 8.8	358.5 ± 7.3	362.9 ± 13.4	271.1 ± 10.4	332.3 ± 2.6
Non-Indigenous students	406.5 ± 1.6	410.2 ± 1.6	390.4 ± 1.9	393.2 ± 2.4	382.8 ± 2.7	391.6 ± 4.6	414.7 ± 5.9	380.1 ± 6.6	400.6 ± 0.9
All students	403.6 ± 1.7	409.4 ± 1.6	386.2 ± 2.0	387.3 ± 2.5	379.9 ± 2.8	390.2 ± 4.8	413.2 ± 6.0	332.0 ± 12.7	396.9 ± 0.9
Year 5									
Aboriginal and Torres Strait Islander students	431.6 ± 3.0	446.8 ± 4.7	423.5 ± 3.7	401.0 ± 5.4	406.4 ± 7.1	436.9 ± 6.9	447.2 ± 14.0	360.8 ± 11.6	417.4 ± 2.9
Non-Indigenous students	496.4 ± 2.1	493.7 ± 1.8	485.7 ± 1.9	484.0 ± 2.7	470.2 ± 2.8	473.2 ± 4.5	499.3 ± 7.0	471.3 ± 7.7	489.8 ± 1.0
All students	493.1 ± 2.1	493.0 ± 1.8	481.1 ± 2.0	477.6 ± 2.9	467.4 ± 2.9	471.0 ± 4.5	497.9 ± 7.0	421.9 ± 14.4	485.8 ± 1.1
Year 7									
Aboriginal and Torres Strait Islander students	485.5 ± 3.1	493.3 ± 6.6	484.8 ± 3.5	465.1 ± 5.5	472.4 ± 6.3	494.4 ± 6.7	502.1 ± 15.7	417.4 ± 13.5	475.7 ± 2.7
Non-Indigenous students	550.7 ± 3.8	546.5 ± 3.0	542.4 ± 2.1	547.7 ± 3.5	533.5 ± 3.2	530.1 ± 6.1	551.2 ± 9.6	524.0 ± 10.3	545.8 ± 1.6
All students	547.5 ± 3.7	545.7 ± 3.0	538.5 ± 2.2	541.7 ± 3.6	530.8 ± 3.2	527.7 ± 6.4	549.7 ± 9.6	476.5 ± 16.5	542.1 ± 1.6
Year 9									
Aboriginal and Torres Strait Islander students	515.4 ± 3.8	527.2 ± 5.3	512.4 ± 4.8	497.9 ± 7.9	512.1 ± 7.5	526.5 ± 8.9	526.2 ± 16.7	451.6 ± 15.0	507.9 ± 2.8
Non-Indigenous students	596.3 ± 4.6	589.5 ± 4.2	577.5 ± 3.9	590.9 ± 6.3	574.2 ± 6.0	570.7 ± 6.9	598.9 ± 12.0	571.0 ± 12.4	587.8 ± 2.2
All students	591.9 ± 4.5	588.4 ± 4.2	573.2 ± 3.9	584.4 ± 6.5	571.7 ± 6.2	565.5 ± 7.4	596.9 ± 12.3	523.3 ± 17.8	583.6 ± 2.2

TABLE 4A.129

Table 4A.129 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 3									
Mean scale score	403.6 ± 1.7	409.4 ± 1.6	386.2 ± 2.0	387.3 ± 2.5	379.9 ± 2.8	390.2 ± 4.8	413.2 ± 6.0	332.0 ± 12.7	396.9 ± 0.9
Compared to									
NSW	403.6 ± 1.7	■	△	△	△	■	■	▲	■
Vic	409.4 ± 1.6	■	△	△	△	△	■	▲	■
Qld	386.2 ± 2.0	▽	▽	■	■	■	▽	▲	■
WA	387.3 ± 2.5	▽	▽	■	..	■	▽	▲	■
SA	379.9 ± 2.8	▽	▽	■	■	..	▼	▲	▽
Tas	390.2 ± 4.8	■	▽	■	■	..	▽	▲	■
ACT	413.2 ± 6.0	■	■	△	△	▲	△	..	▲
NT	332.0 ± 12.7	▼	▼	▼	▼	▼	▼	▼	..
Aust	396.9 ± 0.9	■	■	■	■	△	■	▽	▲
Statistical difference of mean scale scores, all students, year 5									
Mean scale score	493.1 ± 2.1	493.0 ± 1.8	481.1 ± 2.0	477.6 ± 2.9	467.4 ± 2.9	471.0 ± 4.5	497.9 ± 7.0	421.9 ± 14.4	485.8 ± 1.1
Compared to									
NSW	493.1 ± 2.1	■	■	△	△	△	■	▲	■
Vic	493.0 ± 1.8	■	..	■	△	△	■	▲	■
Qld	481.1 ± 2.0	■	■	..	■	△	■	▽	▲
WA	477.6 ± 2.9	▽	▽	■	..	■	■	▽	▲
SA	467.4 ± 2.9	▽	▽	▽	■	..	■	▽	▲
Tas	471.0 ± 4.5	▽	▽	■	■	■	..	▽	▲
ACT	497.9 ± 7.0	■	■	△	△	△	△	..	▲
NT	421.9 ± 14.4	▼	▼	▼	▼	▼	▼	▼	..
Aust	485.8 ± 1.1	■	■	■	■	△	■	▲	..

TABLE 4A.129

Table 4A.129 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Statistical difference of mean scale scores, all students, year 7									
Mean scale score	547.5 ± 3.7	545.7 ± 3.0	538.5 ± 2.2	541.7 ± 3.6	530.8 ± 3.2	527.7 ± 6.4	549.7 ± 9.6	476.5 ± 16.5	542.1 ± 1.6
Compared to									
NSW	547.5 ± 3.7	■	■	■	△	△	■	▲	■
Vic	545.7 ± 3.0	■	■	■	△	△	■	▲	■
Qld	538.5 ± 2.2	■	■	■	■	■	■	▲	■
WA	541.7 ± 3.6	■	■	■	■	△	■	▲	■
SA	530.8 ± 3.2	▽	▽	■	■	■	▽	▲	■
Tas	527.7 ± 6.4	▽	▽	■	▽	■	▽	▲	▽
ACT	549.7 ± 9.6	■	■	■	■	△	△	■	■
NT	476.5 ± 16.5	▼	▼	▼	▼	▼	▼	■	▼
Aust	542.1 ± 1.6	■	■	■	■	△	■	▲	■
Statistical difference of mean scale scores, all students, year 9									
Mean scale score	591.9 ± 4.5	588.4 ± 4.2	573.2 ± 3.9	584.4 ± 6.5	571.7 ± 6.2	565.5 ± 7.4	596.9 ± 12.3	523.3 ± 17.8	583.6 ± 2.2
Compared to									
NSW	591.9 ± 4.5	■	△	■	△	△	■	▲	■
Vic	588.4 ± 4.2	■	■	■	△	△	■	▲	■
Qld	573.2 ± 3.9	▽	■	■	■	■	▽	▲	■
WA	584.4 ± 6.5	■	■	■	■	△	■	▲	■
SA	571.7 ± 6.2	▽	▽	■	■	■	▽	▲	■
Tas	565.5 ± 7.4	▽	▽	■	▽	■	▽	▲	▽
ACT	596.9 ± 12.3	■	△	■	△	△	■	▲	■
NT	523.3 ± 17.8	▼	▼	▼	▼	▼	▼	■	▼
Aust	583.6 ± 2.2	■	■	■	■	△	■	▲	■

Table 4A.129 **Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.133. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for years 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.111.

.. Not applicable

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.130

Table 4A.130 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Metropolitan	359.9 ± 3.5	367.6 ± 6.4	339.4 ± 4.5	331.3 ± 5.1	334.7 ± 8.1	361.2 ± 12.6	362.5 ± 13.3	..	348.1 ± 2.4
Provincial	342.8 ± 3.9	360.0 ± 6.9	342.4 ± 4.9	327.8 ± 7.6	321.3 ± 10.7	358.5 ± 9.4	np	326.4 ± 12.6	341.7 ± 2.5
Remote	320.0 ± 13.7	np	307.4 ± 17.1	306.7 ± 10.1	np	np	..	289.9 ± 11.3	304.8 ± 6.7
Very remote	316.1 ± 15.2	..	302.0 ± 13.9	285.6 ± 10.2	248.9 ± 38.6	np	..	244.9 ± 12.2	272.7 ± 8.8
Total	349.6 ± 2.8	363.6 ± 4.9	334.0 ± 3.8	315.7 ± 4.8	319.8 ± 8.8	358.5 ± 7.3	362.9 ± 13.4	271.1 ± 10.4	332.3 ± 2.6
Non-Indigenous students									
Metropolitan	410.7 ± 1.9	414.2 ± 1.9	394.1 ± 2.4	398.1 ± 2.9	386.3 ± 3.3	396.8 ± 7.8	414.7 ± 5.9	..	405.2 ± 1.1
Provincial	391.7 ± 2.0	397.0 ± 2.2	381.4 ± 2.3	379.6 ± 3.4	372.9 ± 3.8	387.8 ± 5.6	np	378.4 ± 8.3	387.7 ± 1.2
Remote	384.6 ± 14.3	389.4 ± 20.3	374.4 ± 6.0	376.0 ± 7.3	377.9 ± 8.9	365.1 ± 32.4	..	387.3 ± 11.4	377.7 ± 3.8
Very remote	389.5 ± 19.9	..	373.0 ± 10.3	377.4 ± 10.6	372.9 ± 20.1	np	..	377.9 ± 15.7	376.7 ± 6.3
Total	406.5 ± 1.6	410.2 ± 1.6	390.4 ± 1.9	393.2 ± 2.4	382.8 ± 2.7	391.6 ± 4.6	414.7 ± 5.9	380.1 ± 6.6	400.6 ± 0.9
All students									
Metropolitan	409.2 ± 2.0	413.6 ± 1.9	391.3 ± 2.5	395.1 ± 3.0	384.6 ± 3.4	395.1 ± 7.8	413.3 ± 6.0	..	403.4 ± 1.1
Provincial	386.0 ± 2.2	395.6 ± 2.3	377.8 ± 2.4	375.3 ± 3.7	369.3 ± 4.1	386.9 ± 6.2	np	369.0 ± 9.5	383.8 ± 1.2
Remote	360.1 ± 14.9	389.4 ± 20.0	358.0 ± 10.3	360.2 ± 9.5	375.3 ± 9.7	359.2 ± 36.3	..	343.4 ± 20.2	359.4 ± 5.4
Very remote	357.3 ± 23.7	..	329.1 ± 13.4	325.2 ± 14.4	310.7 ± 38.2	np	..	262.1 ± 20.2	307.1 ± 10.3
Total	403.6 ± 1.7	409.4 ± 1.6	386.2 ± 2.0	387.3 ± 2.5	379.9 ± 2.8	390.2 ± 4.8	413.2 ± 6.0	332.0 ± 12.7	396.9 ± 0.9
Year 5									
Aboriginal and Torres Strait Islander students									
Metropolitan	441.7 ± 3.9	453.0 ± 6.8	433.2 ± 4.9	417.4 ± 5.7	419.3 ± 6.9	430.5 ± 9.9	449.5 ± 13.9	..	435.0 ± 2.4
Provincial	425.0 ± 4.0	441.7 ± 6.0	426.4 ± 5.9	411.7 ± 8.2	406.6 ± 9.7	440.1 ± 9.1	np	414.3 ± 10.9	425.1 ± 2.6
Remote	407.3 ± 12.2	np	396.2 ± 14.7	387.1 ± 10.1	np	np	..	388.1 ± 10.9	393.7 ± 6.3

TABLE 4A.130

Table 4A.130 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Very remote	381.2 ± 29.1	..	388.8 ± 10.5	376.0 ± 11.4	356.9 ± 22.4	np	..	336.9 ± 11.1	360.1 ± 8.9
Total	431.6 ± 3.0	446.8 ± 4.7	423.5 ± 3.7	401.0 ± 5.4	406.4 ± 7.1	436.9 ± 6.9	447.2 ± 14.0	360.8 ± 11.6	417.4 ± 2.9
Non-Indigenous students									
Metropolitan	501.9 ± 2.6	497.7 ± 2.1	489.7 ± 2.5	489.5 ± 3.3	473.5 ± 3.6	478.4 ± 7.7	499.3 ± 7.0	..	494.9 ± 1.3
Provincial	477.8 ± 2.1	481.0 ± 2.4	476.7 ± 2.2	467.9 ± 3.9	461.1 ± 3.6	468.9 ± 5.1	np	470.0 ± 10.0	475.8 ± 1.1
Remote	465.7 ± 16.0	484.0 ± 19.8	464.0 ± 4.7	467.5 ± 7.4	461.8 ± 7.6	466.2 ± 16.2	..	474.5 ± 10.8	466.6 ± 3.7
Very remote	472.0 ± 18.6	..	464.0 ± 11.2	460.3 ± 10.8	469.7 ± 21.7	np	..	476.5 ± 13.3	466.0 ± 7.2
Total	496.4 ± 2.1	493.7 ± 1.8	485.7 ± 1.9	484.0 ± 2.7	470.2 ± 2.8	473.2 ± 4.5	499.3 ± 7.0	471.3 ± 7.7	489.8 ± 1.0
All students									
Metropolitan	500.0 ± 2.6	497.3 ± 2.1	486.8 ± 2.6	486.4 ± 3.4	472.0 ± 3.6	475.6 ± 7.8	498.1 ± 7.0	..	493.0 ± 1.3
Provincial	472.1 ± 2.3	479.7 ± 2.4	472.1 ± 2.4	462.7 ± 4.2	457.8 ± 4.0	467.2 ± 5.3	np	459.6 ± 10.8	471.5 ± 1.2
Remote	444.2 ± 13.9	482.9 ± 19.7	447.7 ± 8.4	447.0 ± 10.2	459.3 ± 8.0	465.5 ± 20.6	..	442.6 ± 17.6	448.8 ± 5.1
Very remote	424.3 ± 30.3	..	420.5 ± 11.8	410.7 ± 14.6	409.4 ± 30.4	np	..	351.1 ± 20.7	393.2 ± 11.6
Total	493.1 ± 2.1	493.0 ± 1.8	481.1 ± 2.0	477.6 ± 2.9	467.4 ± 2.9	471.0 ± 4.5	497.9 ± 7.0	421.9 ± 14.4	485.8 ± 1.1
Year 7									
Aboriginal and Torres Strait Islander students									
Metropolitan	493.7 ± 3.8	499.3 ± 12.0	492.2 ± 4.8	484.8 ± 7.3	480.5 ± 6.4	490.0 ± 12.3	502.1 ± 15.7	..	491.8 ± 2.5
Provincial	480.7 ± 4.1	487.3 ± 6.8	487.8 ± 4.9	477.5 ± 7.2	476.9 ± 11.8	497.4 ± 7.5	..	464.5 ± 9.8	482.6 ± 2.6
Remote	450.5 ± 14.0	np	458.9 ± 13.5	456.8 ± 11.2	np	np	..	435.2 ± 23.2	451.2 ± 9.0
Very remote	np	..	451.8 ± 10.2	432.1 ± 11.1	417.9 ± 20.4	np	..	392.4 ± 13.6	417.9 ± 9.2
Total	485.5 ± 3.1	493.3 ± 6.6	484.8 ± 3.5	465.1 ± 5.5	472.4 ± 6.3	494.4 ± 6.7	502.1 ± 15.7	417.4 ± 13.5	475.7 ± 2.7
Non-Indigenous students									
Metropolitan	556.6 ± 4.7	550.9 ± 3.6	546.5 ± 2.7	552.7 ± 4.4	536.7 ± 4.1	532.2 ± 11.5	551.2 ± 9.6	..	550.9 ± 2.0
Provincial	530.9 ± 2.8	532.4 ± 3.5	533.7 ± 2.4	533.5 ± 4.2	525.0 ± 3.4	528.9 ± 6.2	..	521.4 ± 12.0	531.4 ± 1.4

TABLE 4A.130

Table 4A.130 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote	509.9 ± 9.8	537.3 ± 19.7	520.4 ± 5.8	533.4 ± 7.1	524.5 ± 9.4	496.1 ± 4.8	..	531.3 ± 21.3	526.3 ± 4.8
Very remote	527.2 ± 44.0	..	513.2 ± 9.3	521.7 ± 7.3	510.0 ± 20.5	np	..	533.5 ± 20.4	518.8 ± 6.1
Total	550.7 ± 3.8	546.5 ± 3.0	542.4 ± 2.1	547.7 ± 3.5	533.5 ± 3.2	530.1 ± 6.1	551.2 ± 9.6	524.0 ± 10.3	545.8 ± 1.6
All students									
Metropolitan	554.7 ± 4.7	550.4 ± 3.6	543.9 ± 2.8	550.1 ± 4.4	534.9 ± 4.1	529.5 ± 11.9	549.7 ± 9.6	..	549.1 ± 2.0
Provincial	525.5 ± 3.1	531.1 ± 3.6	529.7 ± 2.5	528.4 ± 4.5	522.1 ± 3.7	526.7 ± 6.5	..	510.0 ± 12.5	527.5 ± 1.5
Remote	484.6 ± 14.2	535.9 ± 19.3	507.2 ± 8.7	514.5 ± 10.4	521.5 ± 9.5	492.8 ± 5.0	..	490.5 ± 32.9	507.4 ± 7.2
Very remote	481.4 ± 64.0	..	478.0 ± 11.4	466.7 ± 14.9	464.9 ± 26.5	np	..	405.4 ± 19.3	449.4 ± 11.0
Total	547.5 ± 3.7	545.7 ± 3.0	538.5 ± 2.2	541.7 ± 3.6	530.8 ± 3.2	527.7 ± 6.4	549.7 ± 9.6	476.5 ± 16.5	542.1 ± 1.6
Year 9									
Aboriginal and Torres Strait Islander students									
Metropolitan	523.2 ± 5.7	531.1 ± 7.4	519.7 ± 6.9	514.6 ± 11.7	516.3 ± 10.2	518.9 ± 18.1	526.2 ± 16.7	..	521.0 ± 3.6
Provincial	511.9 ± 4.8	523.6 ± 7.2	514.3 ± 5.3	506.9 ± 10.3	515.8 ± 12.5	530.9 ± 8.3	..	496.5 ± 15.4	513.3 ± 3.1
Remote	478.0 ± 17.8	np	474.9 ± 25.1	484.3 ± 21.9	np	np	..	461.4 ± 20.6	475.6 ± 11.7
Very remote	np	..	466.3 ± 13.9	457.4 ± 18.6	np	np	..	413.9 ± 17.0	440.6 ± 11.8
Total	515.4 ± 3.8	527.2 ± 5.3	512.4 ± 4.8	497.9 ± 7.9	512.1 ± 7.5	526.5 ± 8.9	526.2 ± 16.7	451.6 ± 15.0	507.9 ± 2.8
Non-Indigenous students									
Metropolitan	603.8 ± 5.7	593.7 ± 5.2	581.9 ± 5.0	596.1 ± 7.8	577.9 ± 7.8	575.7 ± 11.4	598.9 ± 12.0	..	593.6 ± 2.8
Provincial	571.5 ± 3.6	576.5 ± 4.6	566.4 ± 3.6	575.4 ± 6.7	564.4 ± 6.6	567.1 ± 8.4	..	570.1 ± 13.9	571.2 ± 2.1
Remote	550.2 ± 9.3	588.2 ± 28.8	545.4 ± 8.4	568.0 ± 8.1	564.4 ± 14.7	np	..	572.6 ± 29.7	562.2 ± 7.3
Very remote	572.2 ± 39.7	..	538.4 ± 11.2	567.3 ± 13.6	555.5 ± 12.6	np	..	584.1 ± 25.8	556.1 ± 9.5
Total	596.3 ± 4.6	589.5 ± 4.2	577.5 ± 3.9	590.9 ± 6.3	574.2 ± 6.0	570.7 ± 6.9	598.9 ± 12.0	571.0 ± 12.4	587.8 ± 2.2
All students									
Metropolitan	601.0 ± 5.6	593.0 ± 5.2	578.9 ± 5.1	592.7 ± 7.9	576.0 ± 8.1	569.1 ± 12.8	596.9 ± 12.3	..	591.2 ± 2.8

Table 4A.130 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (score points) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Provincial	564.8 ± 4.0	574.6 ± 4.6	561.8 ± 3.8	569.4 ± 7.8	561.6 ± 6.9	562.9 ± 8.5	..	554.5 ± 14.4	566.2 ± 2.2
Remote	515.8 ± 17.8	588.2 ± 28.8	526.0 ± 15.3	544.5 ± 15.9	561.4 ± 17.8	np	..	522.6 ± 35.5	537.6 ± 10.1
Very remote	509.2 ± 68.3	..	499.5 ± 18.3	497.1 ± 24.0	518.5 ± 23.7	np	..	427.4 ± 22.1	478.6 ± 14.3
Total	591.9 ± 4.5	588.4 ± 4.2	573.2 ± 3.9	584.4 ± 6.5	571.7 ± 6.2	565.5 ± 7.4	596.9 ± 12.3	523.3 ± 17.8	583.6 ± 2.2

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now Education Council) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.133. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.112.
- .. Not applicable. **np** Not published.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.131

Table 4A.131 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Parental education (d)									
Bachelor degree or above	437.3 ± 1.6	434.3 ± 1.7	419.3 ± 1.9	421.2 ± 2.5	413.0 ± 2.6	434.0 ± 4.9	433.5 ± 5.4	398.3 ± 6.9	429.8 ± 0.9
Advanced diploma/diploma	401.4 ± 1.6	403.7 ± 1.7	387.6 ± 1.9	390.1 ± 2.7	381.6 ± 3.0	394.8 ± 6.5	399.3 ± 6.1	373.2 ± 9.4	396.5 ± 0.9
Certificate I to IV (e)	383.0 ± 1.2	391.1 ± 1.5	374.9 ± 1.5	375.6 ± 2.3	370.5 ± 2.4	381.4 ± 3.8	380.7 ± 6.5	351.5 ± 7.4	381.0 ± 0.8
Year 12 or equivalent	385.5 ± 2.1	394.8 ± 2.8	371.0 ± 2.1	376.0 ± 3.1	368.5 ± 3.4	375.6 ± 7.5	382.9 ± 7.8	355.7 ± 10.1	381.3 ± 1.2
Year 11 or equivalent or below	355.0 ± 1.9	371.1 ± 2.4	347.1 ± 2.6	348.2 ± 3.3	341.4 ± 3.7	350.9 ± 5.4	362.7 ± 11.2	287.8 ± 13.7	354.1 ± 1.3
Not stated (f)	390.3 ± 4.7	416.6 ± 7.1	370.1 ± 4.9	366.4 ± 5.1	359.6 ± 5.2	390.1 ± 20.2	422.5 ± 11.1	282.0 ± 24.1	374.6 ± 3.2
Parental occupation (g)									
Senior management and qualified professionals	435.9 ± 1.8	436.6 ± 1.9	418.3 ± 2.2	419.5 ± 3.0	410.5 ± 3.0	431.5 ± 5.2	435.9 ± 6.0	391.2 ± 8.3	428.8 ± 1.0
Other business managers and associate professionals	414.7 ± 1.6	417.0 ± 1.7	398.0 ± 1.8	397.9 ± 2.6	392.6 ± 2.7	401.8 ± 5.1	410.8 ± 4.9	377.8 ± 9.7	408.6 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	392.6 ± 1.4	399.8 ± 1.7	379.6 ± 1.7	381.6 ± 2.4	375.9 ± 2.6	389.5 ± 4.4	394.5 ± 6.9	356.4 ± 7.3	388.9 ± 0.8
Machine operators, hospitality staff, assistants, labourers	378.1 ± 1.9	387.7 ± 1.7	362.8 ± 2.2	367.3 ± 2.8	365.3 ± 3.0	366.1 ± 5.0	366.4 ± 10.0	324.4 ± 14.9	375.3 ± 1.0
Not in paid work in previous 12 months	364.6 ± 2.3	379.6 ± 2.6	350.7 ± 3.2	352.6 ± 4.1	349.5 ± 4.6	350.1 ± 6.5	372.4 ± 12.5	283.2 ± 13.8	364.2 ± 1.5
Not stated (h)	376.7 ± 3.2	421.3 ± 8.1	368.5 ± 3.5	369.0 ± 3.9	355.8 ± 4.2	381.2 ± 16.3	400.5 ± 11.4	276.2 ± 14.7	370.8 ± 2.2
Year 5									
Parental education (d)									
Bachelor degree or above	532.9 ± 2.7	521.9 ± 1.9	516.4 ± 2.0	515.9 ± 3.2	502.8 ± 3.4	514.3 ± 5.4	521.9 ± 7.6	489.9 ± 7.8	522.6 ± 1.3
Advanced diploma/diploma	493.0 ± 1.9	488.2 ± 1.8	485.7 ± 2.0	482.1 ± 2.7	471.5 ± 2.9	482.3 ± 5.1	481.8 ± 6.1	460.9 ± 7.6	487.3 ± 1.0
Certificate I to IV (e)	470.8 ± 1.4	474.9 ± 1.5	469.4 ± 1.6	465.0 ± 2.4	456.3 ± 2.3	464.2 ± 3.6	459.2 ± 5.6	446.4 ± 7.6	469.4 ± 0.7

TABLE 4A.131

Table 4A.131 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12 or equivalent	476.7 ± 2.3	478.4 ± 2.8	468.3 ± 2.4	464.8 ± 3.2	459.1 ± 3.7	451.5 ± 7.9	478.8 ± 9.2	437.4 ± 10.9	471.7 ± 1.3
Year 11 or equivalent or below	443.1 ± 2.1	456.3 ± 2.2	441.7 ± 2.3	438.6 ± 3.4	433.0 ± 3.3	432.6 ± 4.2	436.6 ± 11.5	389.6 ± 11.0	443.4 ± 1.2
Not stated (f)	478.7 ± 4.3	500.3 ± 6.8	465.2 ± 4.0	454.6 ± 5.5	450.9 ± 4.6	473.5 ± 13.5	501.0 ± 9.5	375.6 ± 29.1	465.7 ± 3.1
Parental occupation (g)									
Senior management and qualified professionals	529.6 ± 2.7	523.0 ± 2.3	514.7 ± 2.2	514.0 ± 3.6	502.2 ± 3.9	510.7 ± 5.6	526.3 ± 8.5	483.4 ± 11.4	520.8 ± 1.3
Other business managers and associate professionals	505.5 ± 2.0	501.0 ± 1.8	494.1 ± 1.9	489.5 ± 2.7	477.2 ± 2.6	486.2 ± 4.8	494.0 ± 5.3	474.1 ± 8.9	498.0 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	480.1 ± 1.7	483.6 ± 1.6	475.4 ± 1.8	469.9 ± 2.4	462.4 ± 2.6	468.6 ± 4.2	471.6 ± 7.9	450.6 ± 8.0	477.2 ± 0.9
Machine operators, hospitality staff, assistants, labourers	468.1 ± 2.3	471.5 ± 1.9	456.5 ± 2.2	454.5 ± 3.3	448.6 ± 3.0	448.7 ± 4.4	451.0 ± 9.4	415.2 ± 11.9	463.3 ± 1.2
Not in paid work in previous 12 months	450.2 ± 2.5	462.9 ± 2.9	443.8 ± 3.5	443.2 ± 4.8	437.7 ± 5.9	426.6 ± 5.4	445.2 ± 11.7	383.3 ± 11.4	450.9 ± 1.5
Not stated (h)	469.8 ± 3.4	506.4 ± 7.4	461.5 ± 2.9	456.2 ± 4.3	448.2 ± 4.2	460.4 ± 12.4	488.0 ± 9.0	368.3 ± 18.0	462.0 ± 2.3
Year 7									
Parental education (d)									
Bachelor degree or above	590.2 ± 5.3	576.1 ± 3.5	575.1 ± 2.5	580.6 ± 4.2	567.4 ± 4.0	570.4 ± 6.5	572.9 ± 9.2	539.7 ± 10.0	580.3 ± 2.3
Advanced diploma/diploma	547.2 ± 2.8	541.9 ± 2.2	541.3 ± 2.0	545.2 ± 3.0	537.1 ± 3.3	542.2 ± 5.1	533.3 ± 7.2	520.9 ± 10.4	543.3 ± 1.3
Certificate I to IV (e)	523.6 ± 1.8	526.0 ± 1.8	527.2 ± 1.6	528.1 ± 2.6	519.5 ± 2.6	518.6 ± 4.4	520.0 ± 7.2	497.9 ± 7.8	524.7 ± 0.9
Year 12 or equivalent	533.3 ± 3.7	536.7 ± 6.2	527.8 ± 2.3	532.0 ± 4.2	521.5 ± 3.5	513.6 ± 8.0	523.0 ± 8.9	492.4 ± 11.8	530.8 ± 2.1
Year 11 or equivalent or below	498.9 ± 2.8	508.4 ± 2.9	502.0 ± 2.4	502.3 ± 3.7	496.6 ± 3.4	494.3 ± 5.8	492.3 ± 10.0	451.6 ± 12.9	501.1 ± 1.4
Not stated (f)	539.4 ± 7.1	561.3 ± 7.7	522.3 ± 3.1	520.7 ± 6.1	520.1 ± 4.7	531.3 ± 10.4	549.0 ± 11.1	427.2 ± 32.8	527.7 ± 3.2

TABLE 4A.131

Table 4A.131 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental occupation (g)									
Senior management and qualified professionals	584.3 ± 4.7	575.6 ± 3.9	572.0 ± 2.7	576.4 ± 4.7	565.0 ± 4.5	566.3 ± 7.7	572.6 ± 9.2	535.0 ± 10.8	576.6 ± 2.1
Other business managers and associate professionals	557.9 ± 3.6	554.5 ± 2.9	549.8 ± 2.1	551.1 ± 3.2	542.6 ± 3.1	543.0 ± 5.3	544.3 ± 8.1	524.3 ± 9.8	553.0 ± 1.6
Tradespeople, clerks, skilled office, sales and service staff	535.1 ± 2.6	535.5 ± 2.2	532.2 ± 1.7	534.6 ± 2.8	525.7 ± 2.7	523.3 ± 4.7	525.9 ± 7.0	504.8 ± 7.6	533.3 ± 1.1
Machine operators, hospitality staff, assistants, labourers	522.2 ± 3.7	522.9 ± 2.9	513.3 ± 2.1	520.8 ± 4.1	513.1 ± 2.9	505.5 ± 5.3	514.0 ± 10.3	462.2 ± 11.4	518.9 ± 1.6
Not in paid work in previous 12 months	502.3 ± 3.7	514.5 ± 4.0	503.5 ± 3.6	504.8 ± 5.3	496.9 ± 4.8	489.2 ± 6.7	520.8 ± 21.5	441.7 ± 16.8	505.6 ± 2.0
Not stated (h)	525.8 ± 6.2	564.4 ± 8.1	520.5 ± 2.9	519.9 ± 5.0	512.2 ± 4.2	522.3 ± 10.4	537.6 ± 12.7	419.1 ± 17.5	522.6 ± 2.7
Year 9									
Parental education (d)									
Bachelor degree or above	645.5 ± 6.2	627.4 ± 5.9	614.8 ± 4.4	629.1 ± 8.1	614.1 ± 7.3	615.6 ± 5.8	629.3 ± 11.7	591.7 ± 16.2	630.2 ± 3.1
Advanced diploma/diploma	597.2 ± 3.8	586.3 ± 3.2	576.2 ± 2.6	587.0 ± 5.2	579.1 ± 4.4	582.3 ± 5.6	578.6 ± 9.3	564.6 ± 12.1	587.1 ± 1.8
Certificate I to IV (e)	566.5 ± 2.4	567.0 ± 2.3	560.8 ± 2.3	571.1 ± 3.8	559.1 ± 4.3	559.3 ± 5.3	562.4 ± 8.8	542.0 ± 10.8	564.9 ± 1.2
Year 12 or equivalent	580.0 ± 4.2	576.8 ± 6.0	561.4 ± 3.3	574.0 ± 5.4	560.2 ± 4.9	559.5 ± 9.9	565.3 ± 9.0	536.2 ± 19.6	571.7 ± 2.3
Year 11 or equivalent or below	536.5 ± 3.4	547.9 ± 2.9	533.0 ± 3.4	538.8 ± 5.6	534.4 ± 5.3	525.4 ± 6.1	537.9 ± 16.5	487.5 ± 18.7	537.9 ± 1.7
Not stated (f)	569.6 ± 6.1	601.1 ± 8.4	561.8 ± 10.5	564.9 ± 13.8	559.5 ± 8.6	556.7 ± 14.3	583.6 ± 15.1	476.2 ± 38.6	566.1 ± 4.8
Parental occupation (g)									
Senior management and qualified professionals	638.0 ± 5.4	625.2 ± 5.9	611.5 ± 4.8	622.2 ± 7.8	610.6 ± 7.3	611.9 ± 6.6	627.0 ± 12.6	586.4 ± 16.0	624.7 ± 2.8

TABLE 4A.131

Table 4A.131 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Other business managers and associate professionals	606.5 ± 4.4	599.0 ± 4.0	584.7 ± 3.0	594.3 ± 5.3	584.6 ± 4.5	581.8 ± 5.2	594.6 ± 8.5	563.5 ± 9.8	596.4 ± 2.0
Tradespeople, clerks, skilled office, sales and service staff	577.8 ± 3.2	577.5 ± 3.0	563.2 ± 2.4	573.4 ± 4.3	565.4 ± 4.2	567.2 ± 6.0	567.7 ± 8.1	545.1 ± 11.8	572.7 ± 1.5
Machine operators, hospitality staff, assistants, labourers	564.0 ± 4.8	562.6 ± 3.3	546.3 ± 3.2	558.3 ± 5.8	548.3 ± 5.1	537.8 ± 5.9	549.6 ± 12.3	512.6 ± 16.6	557.6 ± 2.1
Not in paid work in previous 12 months	542.8 ± 4.7	553.5 ± 4.9	531.3 ± 5.4	533.6 ± 10.6	532.3 ± 7.4	515.6 ± 6.4	540.5 ± 19.1	476.4 ± 21.2	542.6 ± 2.8
Not stated (h)	562.8 ± 5.5	608.7 ± 9.9	557.3 ± 8.7	561.6 ± 11.3	548.6 ± 8.6	549.6 ± 12.3	571.8 ± 14.0	462.3 ± 20.4	560.5 ± 4.1

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2013). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.133. Readers are urged to be cautious when comparing results.
- (c) Data for 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.113.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.132

Table 4A.132 Participation rate in numeracy assessment, 2013, by Indigenous status (per cent) (a), (b), (c)

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students	94.3	87.4	89.6	84.1	82.3	95.1	81.1	76.6	88.6
Non-Indigenous students	97.1	94.5	94.2	95.7	93.8	96.6	93.4	94.4	95.4
All students	96.9	94.1	93.9	94.7	93.2	95.6	93.1	86.3	94.9
Year 5									
Aboriginal and Torres Strait Islander students	94.2	86.1	91.0	82.4	83.2	94.4	91.5	74.9	88.5
Non-Indigenous students	97.4	95.1	94.7	96.1	94.3	96.7	94.7	94.5	95.9
All students	97.2	94.8	94.5	95.0	93.8	95.7	94.6	85.5	95.4
Year 7									
Aboriginal and Torres Strait Islander students	89.8	84.9	90.6	81.8	83.8	92.2	81.9	72.9	86.6
Non-Indigenous students	96.9	94.9	94.8	96.3	94.3	95.1	94.2	95.2	95.6
All students	96.5	94.7	94.5	95.2	93.8	94.2	93.9	85.1	95.1
Year 9									
Aboriginal and Torres Strait Islander students	80.0	73.0	81.1	67.1	64.9	80.8	74.4	61.8	75.7
Non-Indigenous students	94.4	90.9	90.7	94.0	90.8	92.5	90.8	93.0	92.3
All students	93.6	90.5	90.0	92.0	89.7	90.6	90.3	80.3	91.4

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.

(b) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.

(c) Data for 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.114.

Source: ACARA (2013) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.133 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3									
Aboriginal and Torres Strait Islander students									
Exempt	2.8	7.0	2.3	1.6	4.4	1.7	2.3	1.6	2.7
Absent	4.2	6.7	6.8	14.5	10.3	3.9	8.3	22.5	8.7
Withdrawn	1.5	5.9	3.6	1.3	7.5	1.0	10.6	0.9	2.7
Assessed	91.5	80.4	87.3	82.6	77.8	93.4	78.8	75.0	85.9
Non-Indigenous students									
Exempt	1.5	2.5	1.4	1.2	2.0	1.5	2.2	1.8	1.7
Absent	1.9	3.2	2.6	2.6	2.9	2.6	2.5	2.8	2.5
Withdrawn	1.0	2.3	3.2	1.6	3.4	0.8	4.0	2.8	2.1
Assessed	95.6	92.0	92.8	94.6	91.7	95.1	91.3	92.6	93.7
All students									
Exempt	1.6	2.8	1.4	1.2	2.2	1.5	2.2	1.7	1.9
Absent	2.0	3.4	2.9	3.6	3.2	2.7	2.7	11.6	2.9
Withdrawn	1.1	2.6	3.2	1.7	3.6	1.8	4.2	2.1	2.2
Assessed	95.3	91.2	92.5	93.5	91.0	94.0	90.9	84.6	93.0
Year 5									
Aboriginal and Torres Strait Islander students									
Exempt	2.6	5.4	2.8	1.2	3.4	2.7	3.4	2.2	2.7
Absent	4.5	9.4	6.0	16.1	11.3	4.8	3.4	24.2	9.3
Withdrawn	1.3	4.5	3.0	1.5	5.5	0.8	5.1	0.9	2.2
Assessed	91.6	80.7	88.2	81.2	79.8	91.7	88.1	72.7	85.8
Non-Indigenous students									
Exempt	1.5	2.5	1.5	1.2	1.9	1.5	2.0	2.6	1.8
Absent	1.8	3.0	2.7	2.7	2.8	2.6	2.7	3.0	2.5
Withdrawn	0.8	1.8	2.6	1.2	2.9	0.6	2.6	2.5	1.6
Assessed	95.9	92.7	93.2	94.9	92.4	95.3	92.7	91.9	94.1
All students									
Exempt	1.5	2.8	1.6	1.2	2.0	1.6	2.0	2.4	1.9
Absent	2.0	3.3	2.9	3.8	3.2	2.8	2.7	12.6	2.9
Withdrawn	0.8	2.0	2.6	1.2	3.0	1.5	2.7	1.9	1.7
Assessed	95.7	91.9	92.9	93.8	91.8	94.1	92.6	83.1	93.5
Year 7									
Aboriginal and Torres Strait Islander students									
Exempt	2.9	3.5	3.0	1.7	3.1	3.3	2.6	3.0	2.8
Absent	9.4	13.2	6.8	16.8	11.3	7.1	11.2	26.2	11.7
Withdrawn	0.8	1.9	2.6	1.4	4.8	0.6	6.9	1.0	1.7
Assessed	86.9	81.4	87.6	80.1	80.8	89.0	79.3	69.8	83.8
Non-Indigenous students									

Table 4A.133 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2013 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Exempt	1.3	1.9	1.5	1.2	1.6	1.1	2.3	2.2	1.5
Absent	2.7	4.0	2.8	2.7	3.4	4.6	3.2	3.8	3.2
Withdrawn	0.4	1.1	2.3	0.9	2.3	0.4	2.6	1.0	1.2
Assessed	95.6	93.0	93.4	95.2	92.7	93.9	91.9	93.0	94.1
All students									
Exempt	1.4	2.0	1.6	1.2	1.6	1.3	2.3	2.6	1.6
Absent	3.0	4.2	3.1	3.8	3.8	4.7	3.3	13.8	3.6
Withdrawn	0.5	1.1	2.4	1.0	2.4	1.0	2.8	1.0	1.3
Assessed	95.1	92.7	92.9	94.0	92.2	93.0	91.6	82.6	93.5
Year 9									
Aboriginal and Torres Strait Islander students									
Exempt	2.2	5.0	2.4	2.1	3.9	1.9	4.0	3.2	2.6
Absent	19.0	22.6	14.4	31.9	28.7	18.8	19.2	36.4	21.7
Withdrawn	1.1	4.4	4.5	1.0	6.5	0.4	6.4	1.8	2.7
Assessed	77.7	68.0	78.7	65.0	60.9	78.9	70.4	58.6	73.0
Non-Indigenous students									
Exempt	1.3	2.0	1.5	1.2	1.8	1.3	1.4	2.3	1.5
Absent	5.0	7.6	5.5	5.2	6.8	7.2	5.8	6.4	6.0
Withdrawn	0.6	1.5	3.8	0.8	2.4	0.4	3.4	0.7	1.7
Assessed	93.1	88.9	89.2	92.8	89.0	91.1	89.4	90.6	90.8
All students									
Exempt	1.3	2.1	1.5	1.3	1.9	1.5	1.5	2.6	1.6
Absent	5.8	7.9	6.1	7.1	7.7	8.3	6.2	18.6	6.9
Withdrawn	0.6	1.6	3.9	0.9	2.6	1.1	3.5	1.2	1.8
Assessed	92.3	88.4	88.5	90.7	87.8	89.1	88.8	77.6	89.7

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Aboriginal and Torres Strait Islander students may be underrepresented in some jurisdictions.
- (d) Data for 2010-2012 were included in earlier Reports. Data for 2014 are at table 4A.115.

Source: ACARA (2013) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.134 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	408.9 ± 1.6	405.0 ± 1.7	403.6 ± 1.7	■	■
At or above NMS	%	96.9 ± 0.2	95.1 ± 0.3	96.4 ± 0.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	350.3 ± 3.1	342.2 ± 3.5	349.6 ± 2.8	■	■
At or above NMS	%	88.6 ± 1.4	82.9 ± 1.9	88.5 ± 1.5	■	△
Non-Indigenous students						
Mean scale score	no.	411.3 ± 1.6	408.1 ± 1.7	406.5 ± 1.6	■	■
At or above NMS	%	97.3 ± 0.2	95.7 ± 0.3	96.9 ± 0.2	■	△
LBOTE students (d)						
At or above NMS	%	96.4 ± 0.5	95.0 ± 0.5	96.1 ± 0.4	■	■
Male students						
At or above NMS	%	96.7 ± 0.3	94.3 ± 0.4	95.7 ± 0.3	■	■
Female students						
At or above NMS	%	97.1 ± 0.3	95.8 ± 0.3	97.1 ± 0.3	■	△
<i>Year 5</i>						
All students						
Mean scale score	no.	487.8 ± 2.0	497.7 ± 1.9	493.1 ± 2.1	■	■
At or above NMS	%	94.4 ± 0.3	94.5 ± 0.3	93.9 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	424.9 ± 3.2	436.8 ± 3.2	431.6 ± 3.0	■	■
At or above NMS	%	78.9 ± 1.9	80.8 ± 1.7	81.0 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	490.5 ± 1.9	500.7 ± 1.9	496.4 ± 2.1	■	■
At or above NMS	%	95.2 ± 0.3	95.2 ± 0.3	94.6 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	94.4 ± 0.7	94.4 ± 0.5	93.8 ± 0.6	■	■
Male students						
At or above NMS	%	94.6 ± 0.4	93.8 ± 0.4	93.6 ± 0.4	■	■
Female students						
At or above NMS	%	94.2 ± 0.4	95.2 ± 0.4	94.1 ± 0.4	■	■

TABLE 4A.134

Table 4A.134 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

		2008	2012	2013	Nature of differences	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	551.3 ± 3.7	543.4 ± 3.8	547.5 ± 3.7	■	■
At or above NMS	%	96.0 ± 0.4	93.8 ± 0.5	95.1 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	485.6 ± 3.5	477.4 ± 3.2	485.5 ± 3.1	■	■
At or above NMS	%	84.5 ± 2.1	77.6 ± 1.8	83.2 ± 1.6	■	△
Non-Indigenous students						
Mean scale score	no.	554.1 ± 3.7	546.6 ± 3.8	550.7 ± 3.8	■	■
At or above NMS	%	96.6 ± 0.3	94.6 ± 0.4	95.8 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	96.0 ± 0.8	94.4 ± 0.8	95.4 ± 0.7	■	■
Male students						
At or above NMS	%	96.1 ± 0.4	93.5 ± 0.6	95.0 ± 0.5	■	■
Female students						
At or above NMS	%	95.9 ± 0.4	94.1 ± 0.5	95.3 ± 0.5	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	591.4 ± 3.5	591.1 ± 3.9	591.9 ± 4.5	■	■
At or above NMS	%	94.7 ± 0.4	93.7 ± 0.5	90.4 ± 0.7	▽	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	528.3 ± 3.5	525.5 ± 3.4	515.4 ± 3.8	■	■
At or above NMS	%	80.3 ± 2.1	78.1 ± 2.1	69.5 ± 2.3	▽	▽
Non-Indigenous students						
Mean scale score	no.	594.3 ± 3.5	594.5 ± 3.9	596.3 ± 4.6	■	■
At or above NMS	%	95.4 ± 0.4	94.5 ± 0.5	91.7 ± 0.6	▽	▽
LBOTE students (d)						
At or above NMS	%	95.2 ± 0.8	94.5 ± 0.9	92.0 ± 1.1	▽	▽
Male students						
At or above NMS	%	94.7 ± 0.5	94.1 ± 0.6	90.8 ± 0.8	▽	▽
Female students						
At or above NMS	%	94.6 ± 0.5	93.4 ± 0.6	90.1 ± 0.8	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.134 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, NSW (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.135 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

		2008	2012	2013	Nature of differences	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	416.9 ± 1.4	408.9 ± 1.6	409.4 ± 1.6	■	■
At or above NMS	%	96.5 ± 0.2	95.6 ± 0.4	96.2 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	376.9 ± 5.5	359.6 ± 5.8	363.6 ± 4.9	▽	■
At or above NMS	%	93.0 ± 2.2	85.9 ± 3.1	88.7 ± 2.9	▽	■
Non-Indigenous students						
Mean scale score	no.	417.5 ± 1.4	409.5 ± 1.6	410.2 ± 1.6	■	■
At or above NMS	%	96.8 ± 0.3	95.9 ± 0.3	96.5 ± 0.3	■	■
LBOTE students (d)						
At or above NMS	%	95.4 ± 0.6	94.1 ± 0.6	95.4 ± 0.6	■	■
Male students						
At or above NMS	%	95.8 ± 0.5	94.8 ± 0.5	95.2 ± 0.5	■	■
Female students						
At or above NMS	%	97.2 ± 0.3	96.4 ± 0.3	97.2 ± 0.3	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	489.7 ± 1.7	497.6 ± 1.7	493.0 ± 1.8	■	■
At or above NMS	%	94.6 ± 0.3	95.0 ± 0.4	94.4 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	440.6 ± 5.4	445.4 ± 4.9	446.8 ± 4.7	■	■
At or above NMS	%	83.3 ± 3.5	83.2 ± 2.8	85.6 ± 2.5	■	■
Non-Indigenous students						
Mean scale score	no.	490.3 ± 1.6	498.4 ± 1.6	493.7 ± 1.8	■	■
At or above NMS	%	95.0 ± 0.3	95.3 ± 0.4	94.7 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.5 ± 0.6	93.8 ± 0.6	93.2 ± 0.7	■	■
Male students						
At or above NMS	%	94.5 ± 0.5	94.2 ± 0.5	94.2 ± 0.5	■	■
Female students						
At or above NMS	%	94.8 ± 0.5	95.8 ± 0.3	94.6 ± 0.4	■	■

Table 4A.135 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					<i>2008 to 2013</i>	<i>2012 to 2013</i>
<i>Year 7</i>						
All students						
Mean scale score	no.	552.3 ± 3.1	544.3 ± 3.1	545.7 ± 3.0	■	■
At or above NMS	%	96.5 ± 0.3	95.0 ± 0.5	95.7 ± 0.5	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	492.9 ± 5.7	494.6 ± 5.2	493.3 ± 6.6	■	■
At or above NMS	%	87.9 ± 3.1	85.7 ± 2.9	86.1 ± 4.0	■	■
Non-Indigenous students						
Mean scale score	no.	553.2 ± 3.0	545.3 ± 3.1	546.5 ± 3.0	■	■
At or above NMS	%	96.8 ± 0.4	95.3 ± 0.5	96.0 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	95.8 ± 0.7	94.3 ± 0.9	95.1 ± 0.8	■	■
Male students						
At or above NMS	%	96.5 ± 0.5	94.6 ± 0.7	95.3 ± 0.7	■	■
Female students						
At or above NMS	%	96.5 ± 0.4	95.4 ± 0.5	96.2 ± 0.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	590.7 ± 3.7	590.7 ± 3.8	588.4 ± 4.2	■	■
At or above NMS	%	95.2 ± 0.4	95.0 ± 0.5	92.2 ± 0.7	▽	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	530.2 ± 6.1	535.5 ± 5.5	527.2 ± 5.3	■	■
At or above NMS	%	78.4 ± 4.5	83.1 ± 3.1	75.8 ± 3.8	■	▽
Non-Indigenous students						
Mean scale score	no.	591.5 ± 3.6	591.4 ± 3.8	589.5 ± 4.2	■	■
At or above NMS	%	95.5 ± 0.5	95.2 ± 0.5	92.6 ± 0.6	▽	▽
LBOTE students (d)						
At or above NMS	%	94.8 ± 0.9	94.4 ± 0.9	91.0 ± 1.3	▽	▽
Male students						
At or above NMS	%	95.1 ± 0.6	95.0 ± 0.7	92.6 ± 0.8	▽	▽
Female students						
At or above NMS	%	95.2 ± 0.6	95.0 ± 0.5	91.7 ± 0.7	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.135 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Victoria (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.136 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	367.9 ± 2.2	380.9 ± 2.1	386.2 ± 2.0	Δ	■
At or above NMS	%	92.0 ± 0.6	92.7 ± 0.5	95.8 ± 0.4	Δ	Δ
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	316.2 ± 6.4	320.1 ± 4.4	334.0 ± 3.8	Δ	Δ
At or above NMS	%	75.5 ± 3.2	74.1 ± 2.6	84.6 ± 2.2	Δ	Δ
Non-Indigenous students						
Mean scale score	no.	371.9 ± 2.1	385.5 ± 2.0	390.4 ± 1.9	Δ	■
At or above NMS	%	93.3 ± 0.5	94.2 ± 0.4	96.7 ± 0.3	Δ	Δ
LBOTE students (d)						
At or above NMS	%	83.2 ± 2.7	87.7 ± 2.3	92.4 ± 1.5	▲	Δ
Male students						
At or above NMS	%	91.5 ± 0.7	92.2 ± 0.7	95.2 ± 0.5	Δ	Δ
Female students						
At or above NMS	%	92.5 ± 0.6	93.2 ± 0.5	96.5 ± 0.4	Δ	Δ
<i>Year 5</i>						
All students						
Mean scale score	no.	458.2 ± 2.1	476.1 ± 2.1	481.1 ± 2.0	Δ	■
At or above NMS	%	90.4 ± 0.6	91.7 ± 0.6	93.6 ± 0.5	Δ	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	406.8 ± 5.2	414.3 ± 4.8	423.5 ± 3.7	Δ	■
At or above NMS	%	69.5 ± 3.1	69.5 ± 3.1	76.7 ± 2.3	Δ	Δ
Non-Indigenous students						
Mean scale score	no.	462.3 ± 1.9	480.7 ± 2.0	485.7 ± 1.9	Δ	■
At or above NMS	%	92.0 ± 0.5	93.4 ± 0.5	95.0 ± 0.4	Δ	■
LBOTE students (d)						
At or above NMS	%	81.0 ± 3.1	85.2 ± 3.0	89.3 ± 1.9	Δ	Δ
Male students						
At or above NMS	%	90.7 ± 0.6	91.2 ± 0.8	93.7 ± 0.6	Δ	Δ
Female students						
At or above NMS	%	90.1 ± 0.7	92.3 ± 0.7	93.5 ± 0.5	Δ	■

Table 4A.136 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	539.0 ± 2.3	532.0 ± 2.1	538.5 ± 2.2	■	■
At or above NMS	%	94.9 ± 0.4	93.8 ± 0.5	95.4 ± 0.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	483.2 ± 7.6	475.9 ± 3.7	484.8 ± 3.5	■	■
At or above NMS	%	81.8 ± 2.7	78.7 ± 2.4	83.2 ± 2.0	■	■
Non-Indigenous students						
Mean scale score	no.	543.2 ± 2.2	536.1 ± 2.0	542.4 ± 2.1	■	■
At or above NMS	%	95.9 ± 0.3	94.9 ± 0.4	96.3 ± 0.3	■	△
LBOTE students (d)						
At or above NMS	%	88.6 ± 2.2	88.7 ± 2.3	92.0 ± 1.7	△	△
Male students						
At or above NMS	%	94.9 ± 0.4	93.5 ± 0.6	95.1 ± 0.5	■	■
Female students						
At or above NMS	%	94.8 ± 0.5	94.1 ± 0.5	95.7 ± 0.4	■	△
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 3.5	574.6 ± 3.3	573.2 ± 3.9	■	■
At or above NMS	%	92.4 ± 0.8	93.7 ± 0.6	90.1 ± 0.9	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	515.9 ± 9.1	522.6 ± 3.8	512.4 ± 4.8	■	■
At or above NMS	%	73.2 ± 3.6	78.1 ± 2.6	68.2 ± 2.9	■	▽
Non-Indigenous students						
Mean scale score	no.	574.7 ± 3.3	578.4 ± 3.3	577.5 ± 3.9	■	■
At or above NMS	%	93.8 ± 0.7	94.8 ± 0.5	91.7 ± 0.7	■	▽
LBOTE students (d)						
At or above NMS	%	86.9 ± 3.3	88.5 ± 3.2	85.7 ± 3.2	■	■
Male students						
At or above NMS	%	92.3 ± 0.9	93.7 ± 0.7	90.4 ± 1.0	■	▽
Female students						
At or above NMS	%	92.5 ± 0.8	93.7 ± 0.7	89.8 ± 1.0	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.136 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Queensland (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.137 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	381.9 ± 2.4	383.9 ± 2.8	387.3 ± 2.5	■	■
At or above NMS	%	94.5 ± 0.6	92.5 ± 0.7	95.4 ± 0.5	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	313.9 ± 5.1	298.4 ± 4.9	315.7 ± 4.8	■	△
At or above NMS	%	75.5 ± 3.4	63.9 ± 3.2	76.9 ± 3.2	■	△
Non-Indigenous students						
Mean scale score	no.	387.4 ± 2.2	390.2 ± 2.5	393.2 ± 2.4	■	■
At or above NMS	%	96.1 ± 0.6	94.5 ± 0.6	96.8 ± 0.4	■	△
LBOTE students (d)						
At or above NMS	%	93.0 ± 1.7	91.1 ± 1.5	93.6 ± 1.3	■	△
Male students						
At or above NMS	%	94.0 ± 0.8	92.2 ± 0.9	94.9 ± 0.7	■	△
Female students						
At or above NMS	%	94.9 ± 0.6	92.7 ± 0.8	95.9 ± 0.5	■	△
<i>Year 5</i>						
All students						
Mean scale score	no.	460.7 ± 2.5	477.5 ± 2.8	477.6 ± 2.9	△	■
At or above NMS	%	91.1 ± 0.8	91.7 ± 0.8	92.7 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	393.0 ± 4.6	395.0 ± 5.6	401.0 ± 5.4	■	■
At or above NMS	%	61.6 ± 3.4	60.4 ± 4.0	65.3 ± 4.1	■	■
Non-Indigenous students						
Mean scale score	no.	466.5 ± 2.3	484.1 ± 2.6	484.0 ± 2.7	△	■
At or above NMS	%	93.7 ± 0.6	94.1 ± 0.5	94.9 ± 0.5	■	■
LBOTE students (d)						
At or above NMS	%	89.7 ± 2.0	89.6 ± 1.7	91.9 ± 1.4	■	■
Male students						
At or above NMS	%	91.5 ± 0.9	91.3 ± 0.9	93.0 ± 0.8	■	■
Female students						
At or above NMS	%	90.7 ± 0.9	92.1 ± 0.8	92.5 ± 0.8	■	■

Table 4A.137 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	533.7 ± 3.0	534.9 ± 3.3	541.7 ± 3.6	■	■
At or above NMS	%	94.7 ± 0.6	93.9 ± 0.6	95.1 ± 0.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	463.2 ± 5.2	461.0 ± 5.0	465.1 ± 5.5	■	■
At or above NMS	%	74.2 ± 3.9	70.9 ± 3.6	74.0 ± 3.4	■	■
Non-Indigenous students						
Mean scale score	no.	539.5 ± 2.8	540.3 ± 3.2	547.7 ± 3.5	■	■
At or above NMS	%	96.5 ± 0.4	95.5 ± 0.5	96.7 ± 0.4	■	■
LBOTE students (d)						
At or above NMS	%	93.3 ± 1.7	92.8 ± 1.3	93.9 ± 1.3	■	■
Male students						
At or above NMS	%	95.0 ± 0.7	93.6 ± 0.7	95.0 ± 0.7	■	■
Female students						
At or above NMS	%	94.5 ± 0.7	94.3 ± 0.8	95.2 ± 0.7	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 5.2	582.0 ± 5.5	584.4 ± 6.5	■	■
At or above NMS	%	92.3 ± 1.1	93.1 ± 1.0	90.8 ± 1.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	500.6 ± 5.3	507.9 ± 6.8	497.9 ± 7.9	■	■
At or above NMS	%	66.2 ± 3.7	67.7 ± 4.3	60.6 ± 4.5	■	■
Non-Indigenous students						
Mean scale score	no.	576.4 ± 5.1	586.5 ± 5.2	590.9 ± 6.3	△	■
At or above NMS	%	94.3 ± 0.9	94.7 ± 0.8	93.0 ± 0.9	■	■
LBOTE students (d)						
At or above NMS	%	92.2 ± 2.0	92.8 ± 1.7	89.9 ± 2.2	■	■
Male students						
At or above NMS	%	92.5 ± 1.2	93.3 ± 1.1	91.5 ± 1.3	■	■
Female students						
At or above NMS	%	92.1 ± 1.2	92.9 ± 1.1	90.1 ± 1.4	■	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.137 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Western Australia (a), (b)

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.138 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	388.8 ± 2.7	377.4 ± 3.0	379.9 ± 2.8	■	■
At or above NMS	%	93.8 ± 0.9	91.9 ± 0.9	94.4 ± 0.7	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	330.7 ± 6.5	310.0 ± 7.2	319.8 ± 8.8	■	■
At or above NMS	%	79.2 ± 4.5	66.7 ± 5.0	76.5 ± 5.1	■	△
Non-Indigenous students						
Mean scale score	no.	391.7 ± 2.5	380.2 ± 2.9	382.8 ± 2.7	■	■
At or above NMS	%	94.6 ± 0.8	93.0 ± 0.8	95.3 ± 0.6	■	△
LBOTE students (d)						
At or above NMS	%	89.1 ± 4.1	87.4 ± 2.7	92.0 ± 2.3	■	△
Male students						
At or above NMS	%	93.1 ± 1.0	91.3 ± 1.2	93.4 ± 0.9	■	■
Female students						
At or above NMS	%	94.4 ± 0.8	92.5 ± 0.9	95.4 ± 0.7	■	△
<i>Year 5</i>						
All students						
Mean scale score	no.	460.4 ± 2.8	471.9 ± 2.9	467.4 ± 2.9	■	■
At or above NMS	%	90.5 ± 1.0	91.7 ± 0.9	92.0 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	409.1 ± 6.8	407.4 ± 6.2	406.4 ± 7.1	■	■
At or above NMS	%	68.5 ± 5.3	66.8 ± 4.5	69.1 ± 5.9	■	■
Non-Indigenous students						
Mean scale score	no.	462.9 ± 2.7	474.5 ± 2.8	470.2 ± 2.8	■	■
At or above NMS	%	91.7 ± 0.9	92.7 ± 0.8	93.0 ± 0.8	■	■
LBOTE students (d)						
At or above NMS	%	84.9 ± 3.9	87.2 ± 2.4	90.0 ± 2.2	△	■
Male students						
At or above NMS	%	91.1 ± 1.1	90.8 ± 1.1	92.2 ± 1.0	■	■
Female students						
At or above NMS	%	89.9 ± 1.1	92.7 ± 1.0	91.7 ± 1.0	■	■

Table 4A.138 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	536.2 ± 3.3	529.1 ± 3.1	530.8 ± 3.2	■	■
At or above NMS	%	94.5 ± 0.8	93.5 ± 0.8	94.6 ± 0.7	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	468.7 ± 7.0	464.8 ± 6.3	472.4 ± 6.3	■	■
At or above NMS	%	75.9 ± 5.2	74.1 ± 4.4	78.3 ± 4.1	■	■
Non-Indigenous students						
Mean scale score	no.	539.2 ± 3.1	531.8 ± 3.1	533.5 ± 3.2	■	■
At or above NMS	%	95.4 ± 0.7	94.3 ± 0.7	95.4 ± 0.7	■	■
LBOTE students (d)						
At or above NMS	%	88.7 ± 3.3	90.4 ± 2.0	92.6 ± 1.9	■	■
Male students						
At or above NMS	%	94.7 ± 0.9	93.5 ± 0.9	94.2 ± 0.9	■	■
Female students						
At or above NMS	%	94.4 ± 0.8	93.5 ± 0.9	95.1 ± 0.8	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	571.1 ± 5.4	573.3 ± 5.7	571.7 ± 6.2	■	■
At or above NMS	%	92.0 ± 1.8	92.9 ± 1.2	90.1 ± 1.6	■	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	508.8 ± 8.2	513.4 ± 6.7	512.1 ± 7.5	■	■
At or above NMS	%	68.7 ± 6.0	72.0 ± 4.7	67.6 ± 6.2	■	■
Non-Indigenous students						
Mean scale score	no.	574.6 ± 5.1	575.4 ± 5.4	574.2 ± 6.0	■	■
At or above NMS	%	93.7 ± 1.1	93.8 ± 1.2	91.1 ± 1.5	▽	▽
LBOTE students (d)						
At or above NMS	%	88.0 ± 4.5	89.4 ± 3.6	88.0 ± 4.2	■	■
Male students						
At or above NMS	%	92.4 ± 1.8	93.4 ± 1.3	90.8 ± 1.6	■	▽
Female students						
At or above NMS	%	91.6 ± 1.8	92.4 ± 1.5	89.4 ± 1.8	■	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.138 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, South Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.139 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	399.9 ± 4.2	391.5 ± 5.3	390.2 ± 4.8	■	■
At or above NMS	%	96.7 ± 0.6	93.9 ± 1.0	95.4 ± 0.9	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	377.1 ± 8.2	351.9 ± 8.3	358.5 ± 7.3	▽	■
At or above NMS	%	94.5 ± 2.8	86.0 ± 3.6	90.6 ± 3.3	■	■
Non-Indigenous students						
Mean scale score	no.	401.6 ± 4.5	393.2 ± 4.8	391.6 ± 4.6	■	■
At or above NMS	%	96.8 ± 0.6	94.5 ± 1.0	95.8 ± 0.8	■	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 4.5	93.4 ± 3.7	94.2 ± 3.4	■	■
Male students						
At or above NMS	%	96.6 ± 0.8	93.1 ± 1.3	94.6 ± 1.1	▽	■
Female students						
At or above NMS	%	96.8 ± 0.8	94.7 ± 1.2	96.2 ± 0.9	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	464.6 ± 4.4	480.4 ± 4.7	471.0 ± 4.5	■	■
At or above NMS	%	92.1 ± 1.2	92.6 ± 1.2	92.4 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	447.4 ± 7.6	446.9 ± 7.5	436.9 ± 6.9	■	■
At or above NMS	%	87.8 ± 3.9	85.3 ± 3.8	82.9 ± 5.0	■	■
Non-Indigenous students						
Mean scale score	no.	467.5 ± 4.5	482.4 ± 4.5	473.2 ± 4.5	■	■
At or above NMS	%	92.9 ± 1.1	93.1 ± 1.1	93.2 ± 1.1	■	■
LBOTE students (d)						
At or above NMS	%	83.9 ± 6.8	91.3 ± 4.4	91.6 ± 3.7	■	■
Male students						
At or above NMS	%	91.8 ± 1.4	92.2 ± 1.5	92.4 ± 1.5	■	■
Female students						
At or above NMS	%	92.4 ± 1.3	93.1 ± 1.3	92.4 ± 1.4	■	■

Table 4A.139 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	533.8 ± 7.3	526.0 ± 7.1	527.7 ± 6.4	■	■
At or above NMS	%	95.2 ± 1.3	93.2 ± 1.5	94.5 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	512.3 ± 7.6	491.0 ± 7.3	494.4 ± 6.7	▽	■
At or above NMS	%	92.4 ± 2.7	87.8 ± 3.6	86.3 ± 3.8	▽	■
Non-Indigenous students						
Mean scale score	no.	536.9 ± 7.5	528.6 ± 6.6	530.1 ± 6.1	■	■
At or above NMS	%	95.5 ± 1.2	93.9 ± 1.4	95.3 ± 1.3	■	■
LBOTE students (d)						
At or above NMS	%	93.5 ± 4.6	87.6 ± 7.5	91.1 ± 5.2	■	■
Male students						
At or above NMS	%	94.6 ± 1.6	92.8 ± 1.8	94.2 ± 1.7	■	■
Female students						
At or above NMS	%	95.9 ± 1.4	93.6 ± 1.7	94.9 ± 1.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	568.0 ± 7.2	567.5 ± 7.0	565.5 ± 7.4	■	■
At or above NMS	%	92.3 ± 1.8	92.4 ± 1.8	88.0 ± 2.1	▽	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	551.0 ± 9.5	535.8 ± 8.1	526.5 ± 8.9	▽	■
At or above NMS	%	88.5 ± 3.7	84.3 ± 4.6	76.4 ± 4.6	▼	▽
Non-Indigenous students						
Mean scale score	no.	570.2 ± 7.2	570.0 ± 6.6	570.7 ± 6.9	■	■
At or above NMS	%	93.1 ± 1.5	93.3 ± 1.6	89.5 ± 1.8	▽	▽
LBOTE students (d)						
At or above NMS	%	90.8 ± 5.3	82.6 ± 7.9	86.0 ± 6.0	■	■
Male students						
At or above NMS	%	92.6 ± 2.0	93.0 ± 2.0	88.2 ± 2.4	▽	▽
Female students						
At or above NMS	%	92.0 ± 1.8	91.7 ± 2.0	87.8 ± 2.2	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.139 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Tasmania (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.140 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	411.5 ± 5.1	410.1 ± 4.8	413.2 ± 6.0	■	■
At or above NMS	%	96.4 ± 1.2	96.5 ± 0.8	96.6 ± 1.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	355.1 ± 16.2	350.6 ± 13.6	362.9 ± 13.4	■	■
At or above NMS	%	88.4 ± 9.3	84.0 ± 7.6	91.4 ± 4.9	■	■
Non-Indigenous students						
Mean scale score	no.	413.1 ± 5.0	411.7 ± 4.7	414.7 ± 5.9	■	■
At or above NMS	%	96.7 ± 1.1	96.8 ± 0.8	96.7 ± 1.0	■	■
LBOTE students (d)						
At or above NMS	%	90.4 ± 6.4	95.1 ± 1.9	93.6 ± 2.7	■	■
Male students						
At or above NMS	%	95.4 ± 1.7	96.2 ± 1.1	96.0 ± 1.4	■	■
Female students						
At or above NMS	%	97.3 ± 1.0	96.8 ± 1.0	97.2 ± 1.1	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	483.8 ± 5.8	504.4 ± 6.7	497.9 ± 7.0	△	■
At or above NMS	%	94.9 ± 1.2	95.8 ± 1.2	95.0 ± 1.3	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	428.5 ± 14.0	447.2 ± 17.0	447.2 ± 14.0	■	■
At or above NMS	%	82.3 ± 8.5	81.5 ± 8.9	87.1 ± 8.5	■	■
Non-Indigenous students						
Mean scale score	no.	485.3 ± 5.6	505.6 ± 6.6	499.3 ± 7.0	△	■
At or above NMS	%	95.3 ± 1.1	96.2 ± 1.1	95.2 ± 1.2	■	■
LBOTE students (d)						
At or above NMS	%	90.3 ± 5.7	93.1 ± 2.5	93.1 ± 2.5	■	■
Male students						
At or above NMS	%	94.6 ± 1.4	95.4 ± 1.5	94.7 ± 1.7	■	■
Female students						
At or above NMS	%	95.2 ± 1.4	96.2 ± 1.3	95.3 ± 1.5	■	■

Table 4A.140 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	556.2 ± 10.1	545.9 ± 9.7	549.7 ± 9.6	■	■
At or above NMS	%	97.1 ± 1.2	95.0 ± 1.6	95.8 ± 1.4	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	504.7 ± 14.3	493.1 ± 12.2	502.1 ± 15.7	■	■
At or above NMS	%	90.3 ± 7.6	81.9 ± 9.2	90.0 ± 7.4	■	■
Non-Indigenous students						
Mean scale score	no.	557.5 ± 10.1	547.2 ± 9.7	551.2 ± 9.6	■	■
At or above NMS	%	97.3 ± 1.1	95.4 ± 1.5	96.0 ± 1.4	■	■
LBOTE students (d)						
At or above NMS	%	97.3 ± 1.9	93.0 ± 3.0	95.2 ± 2.6	■	■
Male students						
At or above NMS	%	96.9 ± 1.4	94.8 ± 2.0	95.2 ± 2.0	■	■
Female students						
At or above NMS	%	97.4 ± 1.3	95.3 ± 1.8	96.5 ± 1.4	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	594.9 ± 10.3	596.5 ± 9.7	596.9 ± 12.3	■	■
At or above NMS	%	96.6 ± 1.2	95.5 ± 1.4	92.9 ± 2.4	▽	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	546.5 ± 14.6	543.9 ± 13.0	526.2 ± 16.7	■	■
At or above NMS	%	83.8 ± 11.1	86.8 ± 7.0	70.9 ± 11.3	■	▼
Non-Indigenous students						
Mean scale score	no.	596.0 ± 10.2	597.8 ± 9.8	598.9 ± 12.0	■	■
At or above NMS	%	96.9 ± 1.1	95.7 ± 1.3	93.6 ± 2.1	▽	■
LBOTE students (d)						
At or above NMS	%	97.6 ± 2.5	94.4 ± 2.4	92.0 ± 3.6	▼	■
Male students						
At or above NMS	%	96.6 ± 1.7	95.5 ± 1.8	93.5 ± 2.8	■	■
Female students						
At or above NMS	%	96.6 ± 1.3	95.5 ± 1.4	92.3 ± 2.7	▼	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.140 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.141 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	338.4 ± 12.4	323.2 ± 15.2	332.0 ± 12.7	■	■
At or above NMS	%	77.0 ± 5.6	70.0 ± 6.4	75.7 ± 5.6	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	275.0 ± 11.0	251.8 ± 14.4	271.1 ± 10.4	■	△
At or above NMS	%	52.4 ± 6.9	39.5 ± 6.8	50.4 ± 6.0	■	△
Non-Indigenous students						
Mean scale score	no.	386.9 ± 5.9	377.0 ± 7.1	380.1 ± 6.6	■	■
At or above NMS	%	96.5 ± 1.3	92.9 ± 2.5	95.8 ± 1.7	■	■
LBOTE students (d)						
At or above NMS	%	51.2 ± 8.0	45.7 ± 7.9	55.2 ± 7.5	■	■
Male students						
At or above NMS	%	76.8 ± 5.8	67.5 ± 6.8	74.0 ± 6.2	■	■
Female students						
At or above NMS	%	77.1 ± 5.6	72.4 ± 6.5	77.6 ± 5.4	■	■
<i>Year 5</i>						
All students						
Mean scale score	no.	416.3 ± 11.0	417.6 ± 16.1	421.9 ± 14.4	■	■
At or above NMS	%	69.1 ± 5.9	66.5 ± 6.9	69.7 ± 7.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	355.9 ± 10.0	349.2 ± 15.6	360.8 ± 11.6	■	■
At or above NMS	%	38.3 ± 6.3	34.9 ± 6.5	40.0 ± 6.9	■	■
Non-Indigenous students						
Mean scale score	no.	459.4 ± 5.4	473.4 ± 7.6	471.3 ± 7.7	■	■
At or above NMS	%	91.6 ± 2.2	92.3 ± 2.3	93.6 ± 2.6	■	■
LBOTE students (d)						
At or above NMS	%	40.5 ± 7.7	40.9 ± 8.0	45.3 ± 8.8	■	■
Male students						
At or above NMS	%	70.2 ± 5.7	64.8 ± 7.4	69.3 ± 7.6	■	■
Female students						
At or above NMS	%	67.9 ± 6.3	68.4 ± 7.0	70.1 ± 6.9	■	■

Table 4A.141 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	488.1 ± 15.8	474.7 ± 18.4	476.5 ± 16.5	■	■
At or above NMS	%	75.9 ± 7.2	70.5 ± 8.4	72.3 ± 8.0	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	428.3 ± 11.3	410.1 ± 15.0	417.4 ± 13.5	■	■
At or above NMS	%	50.2 ± 7.4	41.8 ± 8.5	45.2 ± 7.9	■	■
Non-Indigenous students						
Mean scale score	no.	534.2 ± 9.3	522.7 ± 13.2	524.0 ± 10.3	■	■
At or above NMS	%	95.6 ± 2.0	91.6 ± 3.3	94.2 ± 2.5	■	■
LBOTE students (d)						
At or above NMS	%	54.2 ± 10.9	47.0 ± 11.2	48.6 ± 11.0	■	■
Male students						
At or above NMS	%	76.1 ± 7.0	69.9 ± 8.6	70.8 ± 8.2	■	■
Female students						
At or above NMS	%	75.7 ± 7.7	71.2 ± 8.7	74.0 ± 8.3	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	532.6 ± 17.2	532.1 ± 15.1	523.3 ± 17.8	■	■
At or above NMS	%	74.1 ± 7.5	74.0 ± 7.1	68.2 ± 8.1	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	470.5 ± 15.9	471.3 ± 10.9	451.6 ± 15.0	■	▽
At or above NMS	%	46.1 ± 9.3	44.7 ± 7.8	35.8 ± 7.6	■	■
Non-Indigenous students						
Mean scale score	no.	575.4 ± 10.6	569.6 ± 13.2	571.0 ± 12.4	■	■
At or above NMS	%	93.6 ± 2.6	92.2 ± 4.0	90.0 ± 3.7	■	■
LBOTE students (d)						
At or above NMS	%	56.6 ± 13.4	53.2 ± 11.3	44.1 ± 12.1	■	■
Male students						
At or above NMS	%	74.5 ± 7.6	74.6 ± 7.0	68.6 ± 8.4	■	■
Female students						
At or above NMS	%	73.6 ± 8.0	73.4 ± 7.8	67.7 ± 8.5	■	■

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.141 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Northern Territory (a), (b)

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. △ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ▽ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.142

Table 4A.142 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 3</i>						
All students						
Mean scale score	no.	396.9 ± 1.0	395.5 ± 1.0	396.9 ± 0.9	■	■
At or above NMS	%	95.0 ± 0.2	93.9 ± 0.2	95.7 ± 0.2	■	△
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	327.6 ± 3.3	320.1 ± 3.2	332.3 ± 2.6	■	■
At or above NMS	%	78.6 ± 1.7	72.7 ± 1.6	81.6 ± 1.5	■	△
Non-Indigenous students						
Mean scale score	no.	400.5 ± 1.0	399.5 ± 0.9	400.6 ± 0.9	■	■
At or above NMS	%	96.0 ± 0.2	95.1 ± 0.2	96.6 ± 0.1	■	△
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.6	92.2 ± 0.5	94.2 ± 0.4	■	■
Male students						
At or above NMS	%	94.6 ± 0.2	93.3 ± 0.3	95.0 ± 0.2	■	■
Female students						
At or above NMS	%	95.5 ± 0.2	94.6 ± 0.2	96.5 ± 0.2	■	△
<i>Year 5</i>						
All students						
Mean scale score	no.	475.9 ± 1.1	488.7 ± 1.0	485.8 ± 1.1	■	■
At or above NMS	%	92.7 ± 0.2	93.3 ± 0.2	93.4 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	408.0 ± 2.8	414.0 ± 3.7	417.4 ± 2.9	■	■
At or above NMS	%	69.2 ± 1.7	69.2 ± 1.9	73.0 ± 1.7	■	■
Non-Indigenous students						
Mean scale score	no.	479.5 ± 1.0	492.6 ± 1.0	489.8 ± 1.0	■	■
At or above NMS	%	94.0 ± 0.2	94.6 ± 0.2	94.6 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	90.7 ± 0.7	91.4 ± 0.6	91.7 ± 0.6	■	■
Male students						
At or above NMS	%	92.8 ± 0.3	92.6 ± 0.3	93.3 ± 0.3	■	■
Female students						
At or above NMS	%	92.5 ± 0.3	94.0 ± 0.2	93.4 ± 0.3	■	■

TABLE 4A.142

Table 4A.142 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

		2008	2012	2013	<i>Nature of differences</i>	
					2008 to 2013	2012 to 2013
<i>Year 7</i>						
All students						
Mean scale score	no.	545.0 ± 1.6	538.1 ± 1.6	542.1 ± 1.6	■	■
At or above NMS	%	95.4 ± 0.2	93.8 ± 0.3	95.0 ± 0.2	■	■
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	476.2 ± 3.4	469.4 ± 2.6	475.7 ± 2.7	■	■
At or above NMS	%	78.6 ± 1.7	74.4 ± 1.5	78.1 ± 1.6	■	■
Non-Indigenous students						
Mean scale score	no.	548.6 ± 1.6	541.8 ± 1.6	545.8 ± 1.6	■	■
At or above NMS	%	96.4 ± 0.2	94.9 ± 0.2	96.0 ± 0.2	■	■
LBOTE students (d)						
At or above NMS	%	93.6 ± 0.6	92.4 ± 0.6	93.6 ± 0.6	■	■
Male students						
At or above NMS	%	95.4 ± 0.2	93.5 ± 0.3	94.7 ± 0.3	■	■
Female students						
At or above NMS	%	95.3 ± 0.2	94.1 ± 0.3	95.3 ± 0.2	■	■
<i>Year 9</i>						
All students						
Mean scale score	no.	582.2 ± 1.8	584.2 ± 1.9	583.6 ± 2.2	■	■
At or above NMS	%	93.6 ± 0.3	93.7 ± 0.3	90.6 ± 0.4	▽	▽
Aboriginal and Torres Strait Islander students (c)						
Mean scale score	no.	515.1 ± 4.0	518.2 ± 2.4	507.9 ± 2.8	■	■
At or above NMS	%	72.5 ± 2.0	74.2 ± 1.6	65.7 ± 1.6	■	▽
Non-Indigenous students						
Mean scale score	no.	585.7 ± 1.8	587.5 ± 1.9	587.8 ± 2.2	■	■
At or above NMS	%	94.8 ± 0.3	94.7 ± 0.3	92.0 ± 0.3	▽	▽
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.7	92.8 ± 0.7	89.8 ± 0.8	▽	▽
Male students						
At or above NMS	%	93.7 ± 0.4	93.9 ± 0.3	90.9 ± 0.4	▽	▽
Female students						
At or above NMS	%	93.6 ± 0.4	93.5 ± 0.3	90.1 ± 0.4	▽	▽

NMS = National Minimum Standard. LBOTE = Language Background Other Than English.

Table 4A.142 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australia (a), (b)**

	2008	2012	2013	Nature of differences	
				2008 to 2013	2012 to 2013

For Comparison of percentage of students at or above national minimum standard (NMS): ▲ Percentage of students at or above NMS is substantially higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Percentage of students at or above NMS is higher than and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Percentage of students at or above NMS is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Percentage of students at or above NMS is lower than and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Percentage of students at or above NMS is substantially lower than and is statistically significantly different from the base year (or previous year) for this State/Territory.

For Comparison of means: ▲ Average achievement is substantially above and is statistically significantly different from the base year (or previous year) for this State/Territory. Δ Average achievement is above and is statistically significantly different from the base year (or previous year) for this State/Territory. ■ Average achievement is close to or not statistically different from the base year (or previous year) for this State/Territory. ∇ Average achievement is below and is statistically significantly different from the base year (or previous year) for this State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the base year (or previous year) for this State/Territory.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

TABLE 4A.143

Table 4A.143 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 - Year 5 - Year 7									
All students									
2009 Year 3	405.3 ± 1.7	410.8 ± 1.6	372.4 ± 1.9	379.7 ± 2.6	379.2 ± 2.9	390.0 ± 4.4	408.0 ± 5.5	322.4 ± 15.1	393.9 ± 1.0
2011 Year 5	499.3 ± 2.0	499.2 ± 1.6	470.3 ± 1.9	479.2 ± 2.7	470.9 ± 2.8	478.2 ± 4.6	502.0 ± 5.7	423.6 ± 12.2	487.8 ± 1.1
2013 Year 7	547.5 ± 3.7	545.7 ± 3.0	538.5 ± 2.2	541.7 ± 3.6	530.8 ± 3.2	527.7 ± 6.4	549.7 ± 9.6	476.5 ± 16.5	542.1 ± 1.6
Gain 2009-2011	94.0 ± 6.8	88.4 ± 6.6	97.9 ± 6.8	99.5 ± 7.3	91.7 ± 7.4	88.2 ± 8.9	94.0 ± 10.1	101.2 ± 20.3	93.9 ± 6.4
Gain 2011-2013	48.2 ± 6.7	46.5 ± 6.2	68.2 ± 5.9	62.5 ± 6.9	59.9 ± 6.7	49.5 ± 9.4	47.7 ± 12.3	52.9 ± 21.1	54.3 ± 5.5
Aboriginal and Torres Strait Islander students (d)									
2009 Year 3	344.4 ± 3.4	369.1 ± 6.1	317.2 ± 4.3	304.1 ± 5.3	312.4 ± 7.6	358.6 ± 8.5	344.9 ± 14.2	251.7 ± 16.3	320.5 ± 3.6
2011 Year 5	439.8 ± 3.2	455.1 ± 5.0	421.8 ± 3.2	402.7 ± 4.9	415.5 ± 6.0	447.9 ± 6.2	448.1 ± 14.0	366.5 ± 11.2	421.1 ± 2.7
2013 Year 7	485.5 ± 3.1	493.3 ± 6.6	484.8 ± 3.5	465.1 ± 5.5	472.4 ± 6.3	494.4 ± 6.7	502.1 ± 15.7	417.4 ± 13.5	475.7 ± 2.7
Gain 2009-2011	95.4 ± 7.8	86.0 ± 10.0	104.6 ± 8.2	98.6 ± 9.5	103.1 ± 11.5	89.3 ± 12.2	103.2 ± 20.9	114.8 ± 20.7	100.6 ± 7.7
Gain 2011-2013	45.7 ± 6.8	38.2 ± 9.7	63.0 ± 7.0	62.4 ± 9.0	56.9 ± 10.1	46.5 ± 10.5	54.0 ± 21.6	50.9 ± 18.3	54.6 ± 6.4
Non-Indigenous students									
2009 Year 3	407.7 ± 1.7	411.3 ± 1.6	376.4 ± 1.8	386.6 ± 2.4	381.8 ± 2.8	393.8 ± 4.8	409.8 ± 5.5	374.4 ± 5.7	397.7 ± 1.0
2011 Year 5	501.8 ± 2.0	499.8 ± 1.6	474.4 ± 1.7	485.1 ± 2.5	473.0 ± 2.7	480.2 ± 4.4	502.9 ± 5.5	470.1 ± 5.0	491.3 ± 1.0
2013 Year 7	550.7 ± 3.8	546.5 ± 3.0	542.4 ± 2.1	547.7 ± 3.5	533.5 ± 3.2	530.1 ± 6.1	551.2 ± 9.6	524.0 ± 10.3	545.8 ± 1.6
Gain 2009-2011	94.1 ± 6.7	88.5 ± 6.6	98.0 ± 6.7	98.5 ± 7.1	91.2 ± 7.3	86.4 ± 9.0	93.1 ± 10.0	95.7 ± 9.8	93.6 ± 6.4
Gain 2011-2013	48.9 ± 6.7	46.7 ± 6.2	68.0 ± 5.8	62.6 ± 6.7	60.5 ± 6.6	49.9 ± 9.1	48.3 ± 12.2	53.9 ± 12.6	54.5 ± 5.5
Year 5 - Year 7 - Year 9									
All students									
2009 Year 5	501.3 ± 2.0	496.1 ± 1.5	470.4 ± 1.8	472.9 ± 2.4	470.4 ± 2.6	472.8 ± 4.5	495.8 ± 5.6	429.6 ± 11.8	486.8 ± 1.0
2011 Year 7	548.6 ± 3.8	550.9 ± 3.0	538.7 ± 2.2	544.6 ± 3.4	534.9 ± 3.3	532.2 ± 7.3	555.5 ± 10.2	481.3 ± 17.6	544.6 ± 1.6
2013 Year 9	591.9 ± 4.5	588.4 ± 4.2	573.2 ± 3.9	584.4 ± 6.5	571.7 ± 6.2	565.5 ± 7.4	596.9 ± 12.3	523.3 ± 17.8	583.6 ± 2.2
Gain 2009-2011	47.3 ± 8.1	54.8 ± 7.7	68.3 ± 7.4	71.7 ± 8.0	64.5 ± 8.0	59.4 ± 11.0	59.7 ± 13.5	51.7 ± 22.3	57.8 ± 7.1

TABLE 4A.143

Table 4A.143 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Gain 2011-2013	43.3 ± 7.4	37.5 ± 6.8	34.5 ± 6.3	39.8 ± 8.6	36.8 ± 8.3	33.3 ± 11.3	41.4 ± 16.6	42.0 ± 25.4	39.0 ± 5.2
Aboriginal and Torres Strait Islander students (d)									
2009 Year 5	439.5 ± 3.6	453.0 ± 5.5	417.0 ± 4.4	403.7 ± 4.8	415.6 ± 6.9	440.2 ± 7.1	443.2 ± 13.1	367.5 ± 11.1	420.5 ± 2.7
2011 Year 7	481.8 ± 3.3	494.4 ± 5.4	481.8 ± 3.8	465.1 ± 5.2	475.2 ± 6.7	493.6 ± 8.1	494.6 ± 17.2	416.0 ± 13.6	474.8 ± 2.4
2013 Year 9	515.4 ± 3.8	527.2 ± 5.3	512.4 ± 4.8	497.9 ± 7.9	512.1 ± 7.5	526.5 ± 8.9	526.2 ± 16.7	451.6 ± 15.0	507.9 ± 2.8
Gain 2009-2011	42.3 ± 8.4	41.4 ± 10.4	64.8 ± 9.0	61.4 ± 9.9	59.6 ± 11.8	53.4 ± 12.7	51.4 ± 22.7	48.5 ± 18.8	54.3 ± 7.8
Gain 2011-2013	33.6 ± 6.7	32.8 ± 8.8	30.6 ± 7.5	32.8 ± 10.4	36.9 ± 11.0	32.9 ± 12.8	31.6 ± 24.4	35.6 ± 20.7	33.1 ± 5.8
Non-Indigenous students									
2009 Year 5	503.9 ± 2.0	496.6 ± 1.5	474.1 ± 1.7	479.4 ± 2.2	472.4 ± 2.5	477.4 ± 4.4	497.1 ± 5.5	471.4 ± 6.2	490.3 ± 1.0
2011 Year 7	551.7 ± 3.8	551.8 ± 3.0	543.2 ± 2.1	550.6 ± 3.2	537.3 ± 3.2	537.4 ± 6.6	557.2 ± 10.0	532.3 ± 11.7	548.5 ± 1.6
2013 Year 9	596.3 ± 4.6	589.5 ± 4.2	577.5 ± 3.9	590.9 ± 6.3	574.2 ± 6.0	570.7 ± 6.9	598.9 ± 12.0	571.0 ± 12.4	587.8 ± 2.2
Gain 2009-2011	47.8 ± 8.1	55.2 ± 7.7	69.1 ± 7.4	71.2 ± 7.9	64.9 ± 8.0	60.0 ± 10.5	60.1 ± 13.3	60.9 ± 14.9	58.2 ± 7.1
Gain 2011-2013	44.6 ± 7.4	37.7 ± 6.8	34.3 ± 6.2	40.3 ± 8.4	36.9 ± 8.2	33.3 ± 10.5	41.7 ± 16.2	38.7 ± 17.6	39.3 ± 5.2
Year 3 - Year 5									
All students									
2011 Year 3	405.5 ± 1.7	412.8 ± 1.6	384.6 ± 1.9	386.6 ± 2.5	379.4 ± 2.7	392.3 ± 4.8	414.4 ± 5.8	337.8 ± 11.8	398.1 ± 0.9
2013 Year 5	493.1 ± 2.1	493.0 ± 1.8	481.1 ± 2.0	477.6 ± 2.9	467.4 ± 2.9	471.0 ± 4.5	497.9 ± 7.0	421.9 ± 14.4	485.8 ± 1.1
Gain 2011-2013	87.6 ± 7.0	80.2 ± 6.9	96.5 ± 7.0	91.0 ± 7.5	88.0 ± 7.6	78.7 ± 9.2	83.5 ± 11.1	84.1 ± 19.7	87.7 ± 6.6
Aboriginal and Torres Strait Islander students (d)									
2011 Year 3	350.5 ± 3.1	365.3 ± 5.3	336.7 ± 2.9	318.9 ± 4.1	322.5 ± 7.6	356.2 ± 8.8	361.0 ± 18.1	282.5 ± 9.2	334.4 ± 2.4
2013 Year 5	431.6 ± 3.0	446.8 ± 4.7	423.5 ± 3.7	401.0 ± 5.4	406.4 ± 7.1	436.9 ± 6.9	447.2 ± 14.0	360.8 ± 11.6	417.4 ± 2.9
Gain 2011-2013	81.1 ± 7.7	81.5 ± 9.6	86.8 ± 8.0	82.1 ± 9.3	83.9 ± 12.2	80.7 ± 12.9	86.2 ± 23.8	78.3 ± 16.1	83.0 ± 7.5
Non-Indigenous students									
2011 Year 3	408.0 ± 1.6	413.5 ± 1.6	388.9 ± 1.8	392.0 ± 2.3	381.9 ± 2.7	394.8 ± 4.7	415.5 ± 5.7	381.3 ± 7.5	401.7 ± 0.9
2013 Year 5	496.4 ± 2.1	493.7 ± 1.8	485.7 ± 1.9	484.0 ± 2.7	470.2 ± 2.8	473.2 ± 4.5	499.3 ± 7.0	471.3 ± 7.7	489.8 ± 1.0

Table 4A.143 **Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Gain 2011-2013	88.4 ± 7.0	80.2 ± 6.8	96.8 ± 6.9	92.0 ± 7.4	88.3 ± 7.5	78.4 ± 9.1	83.8 ± 11.1	90.0 ± 12.5	88.1 ± 6.6

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2009, 2011 and 2013 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2009 to 2011 of 23.1 ± 2.7). Data for 2008-2010-2012-2014 are in table 4A.125. Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Aboriginal and Torres Strait Islander' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

Source: ACARA (2013 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, ACARA, Sydney.

Table 4A.144 **Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006									
<i>Proficient standard or above (c)</i>	57.4 ± 4.3	58.3 ± 5.0	49.2 ± 3.8	46.6 ± 4.7	51.6 ± 4.7	57.4 ± 5.5	62.0 ± 5.6	38.4 ± 6.5	54.3 ± 2.1
2009									
<i>Proficient standard or above (c)</i>	53.0 ± 5.0	54.6 ± 4.6	48.8 ± 3.8	53.3 ± 4.5	46.5 ± 5.0	49.8 ± 6.0	61.2 ± 4.8	33.6 ± 7.5	51.9 ± 2.2
2012									
Level 2 and below	9.2 ± 2.5	8.3 ± 2.2	8.8 ± 1.6	8.2 ± 1.0	8.8 ± 1.9	9.6 ± 2.3	4.4 ± 1.7	31.1 ± 9.6	9.0 ± 1.0
Level 3.1	39.8 ± 3.3	40.4 ± 4.0	41.4 ± 2.9	35.5 ± 3.3	40.1 ± 3.4	39.1 ± 4.2	30.3 ± 4.6	37.9 ± 7.0	39.6 ± 1.6
Level 3.2	40.9 ± 3.8	43.4 ± 3.8	41.8 ± 3.1	44.0 ± 3.3	43.5 ± 3.6	40.2 ± 4.2	49.4 ± 3.2	26.5 ± 6.4	42.1 ± 1.7
Level 3.3	9.6 ± 2.5	7.6 ± 2.3	8.0 ± 1.6	12.0 ± 2.4	7.5 ± 1.9	10.8 ± 3.2	15.0 ± 4.1	4.3 ± 3.0	9.0 ± 1.1
Level 4 or above	0.4 ± 0.4	0.2 ± 0.3	0.1 ± 0.2	0.4 ± 0.4	0.1 ± 0.2	0.3 ± 0.5	0.9 ± 0.7	0.2 ± 0.4	0.3 ± 0.2
<i>Proficient standard or above (c)</i>	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

- (a) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient
- Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

Table 4A.145 **Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by geolocation, Australia (per cent) (a), (b), (c), (d)**

<i>Level</i>	<i>2 and below</i>	<i>3.1</i>	<i>3.2</i>	<i>3.3</i>	<i>4 or above</i>	<i>At or above proficient standard</i>
2006						
Metropolitan areas	7.9	36.7	44.3	10.4	0.7	55.4
Provincial areas	8.4	38.2	45.3	7.9	0.2	53.4
Remote and very remote areas	26.5	38.0	31.1	4.3	0.1	35.5
All locations	8.6	37.0	44.2	9.6	0.5	54.3 ± 2.1
2009						
Metropolitan areas	8.4 ± 1.5	38.1 ± 2.0	45.5 ± 2.1	7.8 ± 1.4	0.1 ± 0.1	53.4 ± 2.6
Provincial areas	8.6 ± 1.7	41.9 ± 3.4	43.5 ± 3.3	6.0 ± 1.5	0.1 ± 0.1	49.5 ± 4.1
Remote and very remote areas	28.2 ± 8.8	37.9 ± 8.4	29.6 ± 7.2	4.1 ± 3.7	0.2 ± 0.5	33.9 ± 8.2
All locations	9.1 ± 1.2	39.0 ± 1.7	44.5 ± 1.8	7.2 ± 1.1	0.1 ± 0.1	51.9 ± 2.2
2012						
Metropolitan areas	7.8 ± 1.2	39.0 ± 2.0	42.9 ± 1.9	10.0 ± 1.5	0.4 ± 0.2	53.2 ± 2.3
Provincial areas	11.3 ± 2.8	41.7 ± 3.4	40.5 ± 3.8	6.5 ± 1.6	0.1 ± 0.1	47.0 ± 4.4
Remote and very remote areas	23.2 ± 9.5	35.1 ± 7.4	35.5 ± 9.2	6.2 ± 3.5	0.1 ± 0.2	41.7 ± 9.2
All locations	9.0 ± 1.0	39.6 ± 1.6	42.1 ± 1.7	9.0 ± 1.1	0.3 ± 0.2	51.4 ± 2.0

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney; ACARA (2010), *National Assessment Program - Science Literacy Year 6, 2009*, Sydney.

Table 4A.146 **Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Aust</i>
2006	
Male students	54.9 ± 2.5
Female students	53.7 ± 2.3
Aboriginal and Torres Strait Islander students	25.5 ± 10.0
Non-Indigenous students	54.7 ± 2.2
LBOTE students (d)	na
2009	
Male students	52.3 ± 2.6
Female students	51.7 ± 2.6
Aboriginal and Torres Strait Islander students	19.6 ± 6.0
Non-Indigenous students	53.9 ± 2.3
LBOTE students	48.9 ± 4.9
2012	
Male students	51.7 ± 2.6
Female students	51.1 ± 2.2
Aboriginal and Torres Strait Islander students	20.1 ± 5.8
Non-Indigenous students	52.8 ± 2.0
LBOTE students	47.6 ± 5.4

LBOTE = Language Background Other Than English.

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) The proficiency of the LBOTE sub-group, even nationally, was not calculated for 2006 because of omissions and inconsistencies in the data.

na Not available.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

TABLE 4A.147

Table 4A.147 **Average performance of year 6 students in science literacy domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 6 mean scores									
2006	418 ± 15.4	417 ± 10.9	371 ± 13.3	371 ± 13.2	381 ± 16.6	393 ± 15.1	423 ± 11.3	371 ± 17.1	400 ± 5.4
2009	432 ± 11.0	418 ± 10.1	376 ± 13.5	369 ± 10.9	385 ± 15.1	401 ± 17.7	425 ± 20.5	266 ± 32.8	292 ± 5.1
2012	395 ± 9.9	393 ± 9.7	392 ± 6.4	406 ± 9.5	392 ± 7.9	395 ± 12.3	429 ± 13.2	319 ± 31.1	394 ± 4.4
Statistical significance of the difference mean scores, year 6									
Nature of the difference 2006-2012	•	•	•	↑	•	•	•	•	•
Nature of the difference 2009-2012	•	•	•	•	•	•	•	•	•

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 500.0 per cent ± 12.7) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2013), National Assessment Program - Science Literacy Year 6, 2012, Sydney; ACARA (2010), National Assessment Program - Science Literacy Year 6, 2009, Sydney.

TABLE 4A.148

Table 4A.148 **Average performance of year 6 students in science literacy in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2006								
Mean score	411 ± 12.5	408 ± 10.2	387 ± 8.6	381 ± 10.0	392 ± 10.0	406 ± 12.1	418 ± 14.3	325 ± 33.7
<i>NSW</i> 411 ± 12.5	..	●	↑	↑	↑	●	●	↑
<i>Vic</i> 408 ± 10.2	●	..	↑	↑	↑	●	●	↑
<i>Qld</i> 387 ± 8.6	↓	↓	..	●	●	↓	↓	↑
<i>WA</i> 381 ± 10.0	↓	↓	●	..	●	↓	↓	↑
<i>SA</i> 392 ± 10.0	↓	↓	●	●	..	●	↓	↑
<i>Tas</i> 406 ± 12.1	●	●	↑	↑	●	..	●	↑
<i>ACT</i> 418 ± 14.3	●	●	↑	↑	↑	●	..	↑
<i>NT</i> 325 ± 33.7	↓	↓	↓	↓	↓	↓	↓	..
2009								
Mean score	396 ± 12.1	398 ± 9.2	385 ± 8.9	393 ± 9.6	380 ± 10.4	386 ± 13.5	415 ± 10.6	326 ± 28.6
<i>NSW</i> 396 ± 12.1	..	●	●	●	●	●	↓	↑
<i>Vic</i> 398 ± 9.2	●	..	●	●	●	●	↓	↑
<i>Qld</i> 385 ± 8.9	●	↓	..	●	●	●	↓	↑
<i>WA</i> 393 ± 9.6	●	●	●	..	●	●	↓	↑
<i>SA</i> 380 ± 10.4	●	●	●	●	..	●	↓	↑
<i>Tas</i> 386 ± 13.5	●	●	●	●	●	..	↓	↑
<i>ACT</i> 415 ± 10.6	●	●	↑	↑	↑	↑	..	↑
<i>NT</i> 326 ± 28.6	↓	↓	↓	↓	↓	↓	↓	..

Table 4A.148 **Average performance of year 6 students in science literacy in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	
2012										
Year 6	Mean score									
	<i>NSW</i>	395 ± 9.9	..	●	●	●	●	●	↓	↑
	<i>Vic</i>	393 ± 9.7	●	..	●	●	●	●	↓	↑
	<i>Qld</i>	392 ± 6.4	●	●	..	●	●	●	↓	↑
	<i>WA</i>	406 ± 9.5	●	●	●	..	●	●	●	↑
	<i>SA</i>	392 ± 7.9	●	●	●	●	..	●	↓	↑
	<i>Tas</i>	395 ± 12.3	●	●	●	●	●	..	↓	↑
	<i>ACT</i>	429 ± 13.2	↑	↑	↑	●	↑	↑	..	↑
	<i>NT</i>	319 ± 31.1	↓	↓	↓	↓	↓	↓	↓	..

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 200.0 per cent ± 22.7) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2013), National Assessment Program - Science Literacy Year 6, 2012, Sydney; ACARA (2010), National Assessment Program - Science Literacy Year 6, 2009, Sydney.

TABLE 4A.149

Table 4A.149

Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004									
Year 6									
Level 1 or above	91.7 ± 3.3	93.0 ± 2.8	85.1 ± 3.4	83.3 ± 4.0	85.2 ± 5.2	87.3 ± 4.5	92.0 ± 2.3	80.8 ± 5.2	89.2 ± 1.6
Level 2 or above	56.6 ± 6.6	57.7 ± 5.3	37.3 ± 6.4	38.5 ± 5.7	43.0 ± 6.7	48.1 ± 6.6	60.5 ± 4.7	40.6 ± 7.1	50.0 ± 3.0
Level 3 or above	12.1 ± 4.0	9.2 ± 2.4	2.9 ± 1.7	4.7 ± 1.9	4.7 ± 2.1	7.3 ± 2.5	11.8 ± 3.5	4.8 ± 2.5	8.1 ± 1.5
Level 4 or above	0.1 ± 0.2	0.1 ± 0.2	0.1 ± 0.1	0.1 ± 0.0	–	0.1 ± 0.2	0.2 ± 0.3	0.1 ± 0.2	0.1 ± 0.1
Year 10									
Level 1 or above	97.9 ± 1.2	95.5 ± 2.0	94.0 ± 2.7	94.7 ± 2.7	92.7 ± 3.6	95.0 ± 2.8	96.5 ± 2.5	95.7 ± 3.9	95.7 ± 0.9
Level 2 or above	86.6 ± 2.3	79.3 ± 5.3	73.9 ± 5.8	78.7 ± 4.6	74.1 ± 5.5	78.9 ± 5.6	84.8 ± 5.4	78.8 ± 9.0	80.4 ± 1.9
Level 3 or above	47.5 ± 4.9	39.6 ± 7.4	29.7 ± 5.5	36.3 ± 6.1	29.2 ± 4.8	37.1 ± 4.7	48.0 ± 7.6	35.9 ± 14.6	39.3 ± 2.8
Level 4 or above	7.0 ± 2.4	5.1 ± 2.4	2.3 ± 1.2	3.8 ± 2.1	1.4 ± 1.0	4.0 ± 2.1	8.0 ± 3.4	5.0 ± 4.4	4.8 ± 1.1
Level 5 or above	0.3 ± 0.3	0.1 ± 0.0	–	0.1 ± 0.1	0.0 ± 0.1	0.1 ± 0.0	0.3 ± 0.5	0.2 ± 0.1	0.1 ± 0.1
2007									
Year 6									
Level 2 or above	64.2 ± 6.3	58.6 ± 5.5	41.2 ± 5.9	39.6 ± 4.3	43.4 ± 6.8	52.5 ± 6.9	59.9 ± 8.7	27.7 ± 6.6	53.4 ± 2.8
Below level 1	6.5 ± 2.4	7.9 ± 2.5	17.0 ± 3.8	18.0 ± 3.4	14.4 ± 3.9	15.2 ± 4.4	8.6 ± 4.3	42.5 ± 8.3	11.3 ± 1.3
Level 1	29.2 ± 6.1	33.4 ± 5.1	41.9 ± 5.5	42.4 ± 4.7	42.3 ± 5.6	32.4 ± 5.5	31.6 ± 7.1	29.8 ± 5.6	35.2 ± 2.4
Level 2	50.4 ± 5.4	48.2 ± 5.4	34.8 ± 4.7	35.3 ± 3.8	36.1 ± 5.9	40.8 ± 6.0	45.1 ± 6.0	22.9 ± 5.8	43.5 ± 2.6
Level 3	13.3 ± 3.0	10.3 ± 2.5	6.2 ± 2.5	4.3 ± 1.9	7.1 ± 3.1	11.3 ± 4.5	14.3 ± 5.7	4.7 ± 2.2	9.7 ± 1.1
Level 4 or above	0.5 ± 0.6	0.1 ± 0.3	0.1 ± 0.3	0.1 ± 0.2	0.2 ± 0.4	0.4 ± 0.8	0.5 ± 0.8	0.1 ± 0.2	0.3 ± 0.2
Year 10									
Level 3 or above	52.2 ± 5.1	39.6 ± 4.8	30.4 ± 5.0	33.4 ± 6.9	42.9 ± 7.8	37.8 ± 5.8	50.1 ± 7.5	32.5 ± 10.9	41.5 ± 2.6
Below level 1	3.0 ± 2.9	4.4 ± 3.3	3.1 ± 2.1	5.8 ± 4.1	3.4 ± 2.3	6.2 ± 3.2	4.3 ± 3.1	8.8 ± 5.8	3.8 ± 1.4

TABLE 4A.149

Table 4A.149

Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 1	12.3 ± 3.9	16.7 ± 4.8	19.3 ± 4.4	19.1 ± 4.8	13.5 ± 5.3	20.0 ± 4.3	15.6 ± 4.2	11.1 ± 10.6	15.8 ± 2.2
Level 2	32.4 ± 5.6	39.3 ± 4.6	47.3 ± 6.0	41.7 ± 5.5	40.1 ± 5.1	36.0 ± 5.6	34.5 ± 6.1	43.1 ± 8.8	38.9 ± 2.8
Level 3	39.7 ± 3.5	34.5 ± 4.1	27.6 ± 4.8	29.8 ± 6.3	37.1 ± 6.4	31.6 ± 5.0	39.5 ± 6.7	28.8 ± 9.3	34.4 ± 2.1
Level 4	12.1 ± 3.6	5 ± 1.7	2.8 ± 1.6	3.6 ± 1.7	5.7 ± 2.8	5.9 ± 3.2	10.5 ± 3.0	3.7 ± 3.4	6.9 ± 1.4
Level 5	0.4 ± 0.5	0.2 ± 0.4	–	–	0.1 ± 0.5	0.3 ± 0.5	0.0 ± 0.4	0.2 ± 0.2	0.2 ± 0.2
2010									
Year 6									
Level 2 or above	57 ± 4.5	56 ± 5.9	41 ± 5.9	51 ± 5.8	48 ± 5.5	54 ± 4.7	64 ± 5.5	32 ± 6.2	52 ± 2.4
Below level 1	10 ± 2.5	10 ± 3.3	19 ± 4.6	16 ± 3.2	14 ± 3.9	14 ± 3.6	7 ± 3.0	36 ± 6.8	13 ± 1.7
Level 1	33 ± 4.1	34 ± 5.1	40 ± 3.9	33 ± 5.0	38 ± 5.7	33 ± 3.8	29 ± 4.0	32 ± 5.5	35 ± 1.9
Level 2	39 ± 3.6	40 ± 5.0	34 ± 5.1	37 ± 4.4	37 ± 4.1	38 ± 3.8	42 ± 4.7	27 ± 5.5	38 ± 2.3
Level 3	16 ± 3.2	14 ± 3.4	8 ± 3.1	13 ± 4.0	10 ± 3.0	14 ± 3.4	19 ± 5.6	5 ± 3.2	13 ± 1.4
Level 4 or above	2 ± 1.2	2 ± 1.3	0 ± 0.7	1 ± 0.6	1 ± 0.9	2 ± 1.3	2 ± 1.2	0 ± 0.6	1 ± 0.6
Year 10									
Level 3 or above	61 ± 8.1	47 ± 6.7	40 ± 7.8	44 ± 7.4	35 ± 5.3	39 ± 5.2	50 ± 8.7	35 ± 7.5	49 ± 3.7
Below level 1	3 ± 2.0	4 ± 2.4	9 ± 4.5	6 ± 1.9	4 ± 2.1	4 ± 2.4	4 ± 2.2	9 ± 5.1	5 ± 1.3
Level 1	10 ± 3.5	14 ± 4.7	19 ± 4.8	15 ± 4.0	19 ± 3.8	19 ± 4.8	13 ± 5.0	20 ± 8.7	14 ± 2.0
Level 2	26 ± 5.0	36 ± 4.4	32 ± 4.8	36 ± 5.8	41 ± 4.5	37 ± 5.3	34 ± 7.0	36 ± 7.3	32 ± 2.2
Level 3	40 ± 5.1	38 ± 5.5	32 ± 6.2	32 ± 4.6	29 ± 3.5	32 ± 5.0	38 ± 7.1	26 ± 7.6	36 ± 2.5
Level 4	20 ± 5.1	8 ± 2.4	8 ± 2.8	11 ± 4.2	6 ± 3.0	7 ± 2.3	11 ± 4.3	8 ± 3.1	12 ± 1.9
Level 5	1 ± 0.9	0 ± 0.7	0 ± 0.5	1 ± 0.9	0 ± 0.7	0 ± 0.4	0 ± 0.7	–	1 ± 0.4
2013									
Year 6									

TABLE 4A.149

Table 4A.149

Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 2 or above	56 ± 4.8	58 ± 5.5	45 ± 4.8	44 ± 5.8	43 ± 6.0	46 ± 5.5	64 ± 6.0	26 ± 8.4	52 ± 2.4
Below level 1	15 ± 3.0	10 ± 2.6	19 ± 3.4	19 ± 4.7	19 ± 3.9	19 ± 3.4	08 ± 3.6	37 ± 9.3	15 ± 1.5
Level 1	29 ± 4.2	31 ± 5.2	37 ± 3.6	37 ± 4.1	38 ± 4.7	36 ± 4.7	28 ± 4.9	37 ± 6.5	33 ± 2.3
Level 2	37 ± 4.4	43 ± 4.4	35 ± 3.8	34 ± 5.8	35 ± 5.1	38 ± 4.3	47 ± 5.4	22 ± 7.1	38 ± 1.9
Level 3	17 ± 3.5	14 ± 4.2	9 ± 2.9	10 ± 3.6	8 ± 3.0	8 ± 3.6	15 ± 3.7	4 ± 2.2	13 ± 1.6
Level 4 or above	2 ± 0.9	1 ± 0.7	0 ± 0.7	0 ± 0.6	0 ± 0.7	0 ± 0.8	1 ± 1.5	0 ± 0.3	1 ± 0.4
Year 10									
Level 3 or above	51 ± 5.7	48 ± 6.2	35 ± 4.1	44 ± 6.0	35 ± 5.7	32 ± 6.0	48 ± 6.9	20 ± 7.0	44 ± 2.6
Below level 1	2 ± 1.1	2 ± 1.7	4 ± 2.1	4 ± 1.8	5 ± 2.2	8 ± 4.0	3 ± 2.0	17 ± 5.2	3 ± 0.8
Level 1	12 ± 3.8	14 ± 3.3	20 ± 3.9	15 ± 3.8	19 ± 5.0	21 ± 4.3	11 ± 4.7	22 ± 7.3	16 ± 1.6
Level 2	35 ± 5.3	36 ± 6.0	41 ± 4.2	37 ± 4.7	40 ± 6.3	39 ± 4.9	38 ± 5.7	41 ± 6.4	37 ± 2.3
Level 3	39 ± 5.8	38 ± 5.2	30 ± 3.8	36 ± 5.1	29 ± 4.8	28 ± 4.9	36 ± 6.7	18 ± 6.8	35 ± 2.4
Level 4	11 ± 3.6	10 ± 3.7	5 ± 1.6	8 ± 2.9	6 ± 2.9	4 ± 2.0	11 ± 3.1	2 ± 1.9	9 ± 1.5
Level 5	1 ± 1.3	1 ± 1.1	0 ± 0.4	0 ± 0.6	0 ± 0.5	0 ± 0.3	1 ± 1.3	0 ± 0.0	1 ± 0.4
Year 6 Proficient standard or above (level 2 or above)									
2004	56.6 ± 6.6	57.7 ± 5.3	37.3 ± 6.4	38.5 ± 5.7	43.0 ± 6.7	48.1 ± 6.6	60.5 ± 4.7	40.6 ± 7.1	50.0 ± 3.0
2007	64.2 ± 6.3	58.6 ± 5.5	41.2 ± 5.9	39.6 ± 4.3	43.4 ± 6.8	52.5 ± 6.9	59.9 ± 8.7	27.7 ± 6.6	53.4 ± 2.8
2010	57 ± 4.5	56 ± 5.9	41 ± 5.9	51 ± 5.8	48 ± 5.5	54 ± 4.7	64 ± 5.5	32 ± 6.2	52 ± 2.4
2013	56 ± 4.8	58 ± 5.5	45 ± 4.8	44 ± 5.8	43 ± 6.0	46 ± 5.5	64 ± 6.0	26 ± 8.4	52 ± 2.4
Statistical significance of the difference in proficient or above, year 6									
Nature of the difference 2004-2013	•	•	•	•	•	•	•	↓	•
Nature of the difference 2007-2013	•	•	•	•	•	•	•	•	•
Nature of the difference 2010-2013	•	•	•	•	•	•	•	•	•

Table 4A.149 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 10 Proficient standard or above (level 3 or above)									
2004	47.5 ± 4.9	39.6 ± 7.4	29.7 ± 5.5	36.3 ± 6.1	29.2 ± 4.8	37.1 ± 4.7	48.0 ± 7.6	35.9 ± 14.6	39.3 ± 2.8
2007	52.2 ± 5.1	39.6 ± 4.8	30.4 ± 5.0	33.4 ± 6.9	42.9 ± 7.8	37.8 ± 5.8	50.1 ± 7.5	32.5 ± 10.9	41.5 ± 2.6
2010	61 ± 8.1	47 ± 6.7	40 ± 7.8	44 ± 7.4	35 ± 5.3	39 ± 5.2	50 ± 8.7	35 ± 7.5	49 ± 3.7
2013	51 ± 5.7	48 ± 6.2	35 ± 4.1	44 ± 6.0	35 ± 5.7	32 ± 6.0	48 ± 6.9	20 ± 7.0	44 ± 2.6
Statistical significance of the difference in proficient or above, year 10									
Nature of the difference 2004-2013	•	•	•	•	•	•	•	•	•
Nature of the difference 2007-2013	•	↑	•	↑	•	•	•	•	•
Nature of the difference 2010-2013	↓	•	•	•	•	•	•	↓	•

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

– Nil or rounded to zero.

Source: MCEETYA (2006), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney; ACARA (2014) *National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.150

Table 4A.150 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by geolocation, Australia (per cent) (a), (b), (c), (d)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (e)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
2007							
Year 6							
Metropolitan	9.5 ± 1.5	33.9 ± 2.8	45.4 ± 3.0	10.8 ± 0.3	0.3 ± 0.3	..	56.6 ± 3.3
Provincial	13.8 ± 3.2	38.3 ± 4.4	40.4 ± 5.7	7.4 ± 2.3	0.1 ± 0.3	..	47.9 ± 5.9
Remote	33.0 ± 11.4	38.7 ± 11.7	26.2 ± 10.7	2.1 ± 2.3	0.0 ± 0.1	..	28.3 ± 11.6
All locations	11.3 ± 1.3	35.2 ± 2.4	43.5 ± 2.6	9.7 ± 1.1	0.3 ± 0.2	..	53.4 ± 2.8
Year 10							
Metropolitan	3.3 ± 1.6	14.5 ± 2.6	38.9 ± 3.6	35.3 ± 2.3	7.8 ± 1.8	0.2 ± 0.2	43.3 ± 3.2
Provincial	5.1 ± 2.5	19.0 ± 4.5	38.9 ± 4.9	32.34 ± 5.8	4.6 ± 2.2	0.1 ± 0.2	37.0 ± 7.1
Remote	12.6 ± 19.1	26.7 ± 27.5	37.2 ± 16.4	21.9 ± 11.4	1.6 ± 3.8	–	23.5 ± 12.1
All locations	3.8 ± 1.4	15.8 ± 2.2	38.9 ± 2.8	34.4 ± 2.1	6.9 ± 1.4	0.2 ± 0.2	41.5 ± 2.6
2010							
Year 6							
Metropolitan	11 ± 1.7	34 ± 2.2	39 ± 2.7	14 ± 1.8	1 ± 0.7	..	55 ± 2.8
Provincial	17 ± 4.0	36 ± 3.7	35 ± 3.9	10 ± 3.0	1 ± 1.2	..	46 ± 5.0
Remote	35 ± 10.0	37 ± 10.3	24 ± 6.5	4 ± 2.9	0 ± 0.4	..	28 ± 7.6
All locations	13 ± 1.7	35 ± 1.9	38 ± 2.3	13 ± 1.4	1 ± 0.6	..	52 ± 2.4
Year 10							
Metropolitan	4 ± 0.7	12 ± 1.0	31 ± 1.4	38 ± 1.4	14 ± 1.2	1 ± 0.3	53 ± 4.0
Provincial	6 ± 1.6	19 ± 2.6	36 ± 2.0	30 ± 2.8	8 ± 1.9	0 ± 0.2	38 ± 8.4
Remote	11 ± 5.2	17 ± 5.0	44 ± 5.4	24 ± 6.3	4 ± 4.1	na	28 ± 12.5
All locations	5 ± 1.3	14 ± 2.0	32 ± 2.2	36 ± 2.5	12 ± 1.9	1 ± 0.4	49 ± 3.7

TABLE 4A.150

Table 4A.150 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by geolocation, Australia (per cent) (a), (b), (c), (d)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (e)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
2013							
Year 6							
Metropolitan	14 ± 1.5	31 ± 2.2	39 ± 2.1	15 ± 1.9	1 ± 0.5	..	55 ± 2.7
Provincial	19 ± 3.9	38 ± 5.1	35 ± 4.7	7 ± 2.3	0 ± 0.5	..	43 ± 5.5
Remote	39 ± 21.2	30 ± 18.3	25 ± 14.2	6 ± 9.6	0 ± 0.3	..	31 ± 19.2
All locations	15 ± 1.5	33 ± 2.3	38 ± 1.9	13 ± 1.6	1 ± 0.4	..	52 ± 2.4
Year 10							
Metropolitan	3 ± 1.0	14 ± 1.8	36 ± 2.8	37 ± 2.7	10 ± 1.7	1 ± 0.5	48 ± 3.1
Provincial	3 ± 1.3	19 ± 3.8	42 ± 4.4	29 ± 4.3	6 ± 2.7	1 ± 0.9	36 ± 4.8
Remote	18 ± 12.1	23 ± 15.1	36 ± 11.0	21 ± 8.9	2 ± 3.3	0 ± 0.6	23 ± 9.9
All locations	3 ± 0.8	16 ± 1.6	37 ± 2.3	35 ± 2.4	9 ± 1.5	1 ± 0.4	44 ± 2.6

- (a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.
- (d) Data for 2004 were included in the 2011 Report.
- (e) For year 6 includes achievement above level 4.

.. Not applicable. **na** not available. – Nil or rounded to zero.

Source: MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney; ACARA (2014) *National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.151

Table 4A.151 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
2007							
Year 6							
Male students	13.7 ± 1.9	36.4 ± 2.6	40.9 ± 3.1	8.7 ± 1.6	0.3 ± 0.3	..	49.9 ± 3.3
Female students	8.8 ± 1.6	34.0 ± 3.1	46.3 ± 3.1	10.7 ± 1.6	0.3 ± 0.3	..	57.2 ± 3.4
Aboriginal and Torres Strait Islander students	37.0 ± 11.9	36.8 ± 11.1	23.4 ± 11.1	2.8 ± 4.5	–	..	26.2 ± 13.6
Non-Indigenous students	10.5 ± 1.4	35.8 ± 2.7	44.0 ± 2.7	9.4 ± 1.4	0.3 ± 0.2	..	53.7 ± 3.1
LBOTE students	13.7 ± 4.8	37.5 ± 6.1	40.2 ± 7.1	8.5 ± 3.6	0.1 ± 0.3	..	48.9 ± 7.8
All students	11.3 ± 1.3	35.2 ± 2.4	43.5 ± 2.6	9.7 ± 1.1	0.3 ± 0.2	..	53.4 ± 2.8
Year 10							
Male students	4.9 ± 1.8	18.5 ± 2.8	38.8 ± 3.1	32.2 ± 3.0	5.4 ± 1.7	0.2 ± 0.4	37.9 ± 3.7
Female students	2.7 ± 1.3	13.2 ± 2.5	39.0 ± 3.7	36.6 ± 2.9	8.3 ± 2.1	0.2 ± 0.3	45.1 ± 3.4
Aboriginal and Torres Strait Islander students	14.1 ± 8.0	33.3 ± 10.6	34.1 ± 9.7	16.0 ± 8.8	2.5 ± 3.7	–	18.5 ± 8.1
Non-Indigenous students	3.3 ± 1.3	15.2 ± 2.1	39.1 ± 2.8	35.1 ± 2.1	7.0 ± 1.4	0.2 ± 0.2	42.3 ± 2.6
LBOTE students	6.3 ± 3.6	17.3 ± 4.3	37.0 ± 5.1	32.6 ± 4.4	6.5 ± 2.6	0.3 ± 0.6	39.4 ± 5.6
All students	3.8 ± 1.4	15.8 ± 2.2	38.9 ± 2.8	34.4 ± 2.1	6.9 ± 1.4	0.2 ± 0.2	41.5 ± 2.6
2010							
Year 6							
Male students	15 ± 2.2	36 ± 2.9	36 ± 3.4	12 ± 2.1	1 ± 0.7	..	49 ± 3.4
Female students	11 ± 1.9	34 ± 2.5	39 ± 2.5	14 ± 2.0	2 ± 0.8	..	55 ± 3.1
Aboriginal and Torres Strait Islander students	48 ± 11.2	36 ± 11.8	14 ± 6.9	2 ± 2.7	0 ± 0.1	..	16 ± 7.8

TABLE 4A.151

Table 4A.151 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
Non-Indigenous students	12 ± 1.7	35 ± 2.0	39 ± 2.4	13 ± 1.5	1 ± 0.6	..	54 ± 2.6
All students	13 ± 1.7	35 ± 1.9	38 ± 2.3	13 ± 1.4	1 ± 0.6	..	52 ± 2.4
Year 10							
Male students	6 ± 1.9	16 ± 2.4	34 ± 2.9	33 ± 3.0	10 ± 2.4	1 ± 0.7	44 ± 4.5
Female students	4 ± 1.2	13 ± 2.5	30 ± 3.3	39 ± 3.2	14 ± 3.1	1 ± 0.5	53 ± 4.7
Aboriginal and Torres Strait Islander students	19 ± 8.1	26 ± 9.3	38 ± 10.3	15 ± 7.5	2 ± 3.0	na	17 ± 7.7
Non-Indigenous students	4 ± 1.3	14 ± 2.0	32 ± 2.3	37 ± 2.5	12 ± 2.0	1 ± 0.4	50 ± 3.8
All students	5 ± 1.3	14 ± 2.0	32 ± 2.2	36 ± 2.5	12 ± 1.9	1 ± 0.4	49 ± 3.7
2013							
Year 6							
Male students	19 ± 2.0	33 ± 3.0	35 ± 2.9	12 ± 2.2	1 ± 0.7	..	48 ± 3.4
Female students	12 ± 2.0	33 ± 2.7	41 ± 2.6	14 ± 2.3	1 ± 0.6	..	55 ± 2.7
Aboriginal and Torres Strait Islander students	38 ± 8.2	40 ± 9.4	19 ± 8.6	2 ± 3.5	na	..	22 ± 8.1
Non-Indigenous students	15 ± 1.7	34 ± 2.3	38 ± 2.1	12 ± 1.5	1 ± 0.3	..	51 ± 2.6
Language other than English	16 ± 4.4	33 ± 6.3	36 ± 5.1	14 ± 3.8	1 ± 0.8	..	50 ± 6.9
All students	15 ± 1.5	33 ± 2.3	38 ± 1.9	13 ± 1.6	1 ± 0.4	..	52 ± 2.4
Year 10							
Male students	4 ± 1.2	17 ± 2.5	37 ± 3.5	33 ± 3.1	8 ± 1.6	1 ± 1.4	42 ± 3.7
Female students	2 ± 0.9	14 ± 2.1	37 ± 3.3	37 ± 3.5	9 ± 2.5	1 ± 0.9	46 ± 4.0
Aboriginal and Torres Strait Islander students	13 ± 5.5	29 ± 10.7	41 ± 10.8	17 ± 10.3	0 ± 0.5	na	17 ± 10.4

Table 4A.151 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
Non-Indigenous students	3 ± 0.9	15 ± 1.8	37 ± 2.7	36 ± 2.7	9 ± 1.6	1 ± 0.5	45 ± 3.1
Language other than English	5 ± 2.2	16 ± 4.5	34 ± 6.3	35 ± 6.1	9 ± 4.6	1 ± 1.5	45 ± 8.2
All students	3 + 0.8	16 + 1.6	37 + 2.3	35 + 2.4	9 + 1.5	1 ± 0.4	44 + 2.6

LBOTE = Language Background Other Than English.

- (a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Data for 2004 were included in the 2011 Report.
- (d) For year 6 includes achievement above level 4.
- .. Not applicable. – Nil or rounded to zero. **na** not available.

Source: MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2010*, Sydney; ACARA (2014) *National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.152

Table 4A.152 **Average performance of years 6 and 10 students in Civics and citizenship domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scores - year 6									
2004	418 ± 15.4	417 ± 10.9	371 ± 13.3	371 ± 13.2	381 ± 16.6	393 ± 15.1	423 ± 11.3	371 ± 17.1	400 ± 6.7
2007	432 ± 11.0	418 ± 10.1	376 ± 13.5	369 ± 10.9	385 ± 15.1	401 ± 17.7	425 ± 20.5	266 ± 32.8	405 ± 5.5
2010	426 ± 13.0	422 ± 14.2	374 ± 16.8	402 ± 14.9	396 ± 12.7	411 ± 14.5	442 ± 16.4	316 ± 31.1	408 ± 6.7
2013	418 ± 14.0	421 ± 10.6	384 ± 13.0	383 ± 16.2	379 ± 14.3	383 ± 13.1	433 ± 14.5	314 ± 26.9	403 ± 6.1
Statistical significance of mean scores, year 6									
Nature of the difference 2004-2013	•	•	•	•	•	•	•	↓	•
Nature of the difference 2007-2013	•	•	•	•	•	•	•	↑	•
Nature of the difference 2010-2013	•	•	•	•	•	↓	•	•	•
Mean scores - year 10									
2004	521 ± 10.6	494 ± 19.0	469 ± 17.6	486 ± 17.5	465 ± 16.2	489 ± 16.6	518 ± 21.5	490 ± 33.2	496 ± 7.0
2007	529 ± 17.0	494 ± 17.1	481 ± 13.9	478 ± 22.6	505 ± 23.4	485 ± 16.0	523 ± 19.6	464 ± 38.1	502 ± 8.6
2010	558 ± 23.7	514 ± 19.2	482 ± 28.4	509 ± 21.1	487 ± 18.3	492 ± 15.2	523 ± 24.1	483 ± 32.3	519 ± 11.3
2013	535 ± 14.9	521 ± 14.3	484 ± 11.9	510 ± 14.5	486 ± 16.5	466 ± 20.7	525 ± 13.8	418 ± 24.2	511 ± 6.8
Statistical significance of mean scores, year 10									
Nature of the difference 2004-2013	•	↑	•	•	•	•	•	↓	•
Nature of the difference 2007-2013	•	↑	•	↑	•	•	•	•	•
Nature of the difference 2010-2013	•	•	•	•	•	•	•	↓	•

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 200.0 per cent ± 22.7) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.152 **Average performance of years 6 and 10 students in Civics and citizenship domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Source:	MCEETYA (2006), <i>National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004</i> , Melbourne; MCEETYA (2009), <i>National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007</i> , Melbourne; ACARA (2011) <i>2010 National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2010</i> , Sydney; ACARA (2014) <i>National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013</i> , Sydney.								

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2004									
Year 6	Mean score	418 ± 15.4	417 ± 10.9	371 ± 13.3	371 ± 13.2	381 ± 16.6	393 ± 15.1	423 ± 11.3	371 ± 17.1
	<i>NSW</i> 418 ± 15.4	..	●	●	●	●	●	●	●
	<i>Vic</i> 417 ± 10.9		●	↑	↑	●	●	●	●
	<i>Qld</i> 371 ± 13.3	↓	↓	..	●	●	●	↓	●
	<i>WA</i> 371 ± 13.2		↓	●	..	●	●	↓	●
	<i>SA</i> 381 ± 16.6		●	●	●	..	●	●	●
	<i>Tas</i> 393 ± 15.1		●	●	●	●	..	●	●
	<i>ACT</i> 423 ± 11.3		●	↑	↑	●	●	..	↑
	<i>NT</i> 371 ± 17.1		●	●	●	●	●	↓	..
Year 10	Mean score	521 ± 10.6	494 ± 19.0	469 ± 17.6	486 ± 17.5	465 ± 16.2	489 ± 16.6	518 ± 21.5	490 ± 33.2
	<i>NSW</i> 521 ± 10.6	..	●	↑	●	↑	●	●	●
	<i>Vic</i> 494 ± 19.0	●	..	●	●	●	●	●	●
	<i>Qld</i> 469 ± 17.6	↓	●	..	●	●	●	●	●
	<i>WA</i> 486 ± 17.5	●	●	●	..	●	●	●	●
	<i>SA</i> 465 ± 16.2	↓	●	●	●	..	●	●	●
	<i>Tas</i> 489 ± 16.6	●	●	●	●	●	..	●	●
	<i>ACT</i> 518 ± 21.5	●	●	●	●	●	●	..	●
	<i>NT</i> 490 ± 33.2	●	●	●	●	●	●	●	..

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2007									
Year 6	Mean score	432 ± 11.0	418 ± 10.1	376 ± 13.5	369 ± 10.9	385 ± 15.1	401 ± 17.7	425 ± 20.5	266 ± 32.8
	<i>NSW</i> 432 ± 11.0	..	●	↑	↑	↑	↑	●	↑
	<i>Vic</i> 418 ± 10.1	●	..	↑	↑	↑	●	●	↑
	<i>Qld</i> 376 ± 13.5	↓	↓	..	●	●	●	↓	↑
	<i>WA</i> 369 ± 10.9	↓	↓	●	..	●		↓	↑
	<i>SA</i> 385 ± 15.1	↓	↓	●	●	..	●	↓	↑
	<i>Tas</i> 401 ± 17.7	↓	●	●	↑	●	..	●	↑
	<i>ACT</i> 425 ± 20.5	●	●	↑	↑	↑	●	..	↑
	<i>NT</i> 266 ± 32.8	↓	↓	↓	↓	↓	↓	↓	..
Year 10	Mean score	529 ± 17.0	494 ± 17.1	481 ± 13.9	478 ± 22.6	505 ± 23.4	485 ± 16.0	523 ± 19.6	464 ± 38.1
	<i>NSW</i> 529 ± 17.0	..	↑	↑	↑	●	↑	●	↑
	<i>Vic</i> 494 ± 17.1	↓	..	●	●	●	●	●	●
	<i>Qld</i> 481 ± 13.9	↓	●	..	●	●	●	↓	●
	<i>WA</i> 478 ± 22.6	↓	●	●	..	●	●	↓	●
	<i>SA</i> 505 ± 23.4	●	●	●	●	..	●	●	●
	<i>Tas</i> 485 ± 16.0	↓	●	●	●	●	..	↓	●
	<i>ACT</i> 523 ± 19.6	●	●	↑	↑	●	↑	..	↑
	<i>NT</i> 464 ± 38.1	↓	●	●	●	●	●	↓	..

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2010									
Year 6	Mean score	426 ± 13.0	422 ± 14.2	374 ± 16.8	402 ± 14.9	396 ± 12.7	411 ± 14.5	442 ± 16.4	316 ± 31.1
	<i>NSW</i> 426 ± 13.0	..	●	↑	↑	↑	●	●	↑
	<i>Vic</i> 422 ± 14.2	●	..	↑	●	↑	●	●	↑
	<i>Qld</i> 374 ± 16.8	↓	↓	..	↓	↓	↓	↓	↑
	<i>WA</i> 402 ± 14.9	↓	●	↑	..	●	●	↓	↑
	<i>SA</i> 396 ± 12.7	↓	↓	↑	●	..	●	↓	↑
	<i>Tas</i> 411 ± 14.5	●	●	↑	●	●	..	↓	↑
	<i>ACT</i> 442 ± 16.4	●	●	↑	↑	↑	↑	..	↑
	<i>NT</i> 316 ± 31.1	↓	↓	↓	↓	↓	↓	↓	..
Year 10	Mean score	558 ± 23.7	514 ± 19.2	482 ± 28.4	509 ± 21.1	487 ± 18.3	492 ± 15.2	523 ± 24.1	483 ± 32.3
	<i>NSW</i> 558 ± 23.7	..	↑	↑	↑	↑	↑	↑	↑
	<i>Vic</i> 514 ± 19.2	↓	..	●	●	↑	●		●
	<i>Qld</i> 482 ± 28.4	↓	●	..	●	●	●	↓	●
	<i>WA</i> 509 ± 21.1	↓	●	●	..	●	●		●
	<i>SA</i> 487 ± 18.3	↓	↓	●	●	..	●	↓	●
	<i>Tas</i> 492 ± 15.2	↓	●	●	●	●	..	↓	●
	<i>ACT</i> 523 ± 24.1	↓	●	↑	●	↑	↑	..	●
	<i>NT</i> 483 ± 32.3	↓	●	●	●	●	●	●	..

TABLE 4A.153

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2013									
Year 6	Mean score	418 ± 14.0	421 ± 10.6	384 ± 13.0	383 ± 16.2	379 ± 14.3	383 ± 13.1	433 ± 14.5	314 ± 26.9
	<i>NSW</i> 418 ± 14.0	..	●	↑	↑	↑	↑	●	↑
	<i>Vic</i> 421 ± 10.6		..	↑	↑	↑	↑	●	↑
	<i>Qld</i> 384 ± 13.0	↓	↓	..	●	●	●	↓	↑
	<i>WA</i> 383 ± 16.2	↓	↓	●	..	●	●	↓	↑
	<i>SA</i> 379 ± 14.3	↓	↓	●	●	..	●	↓	↑
	<i>Tas</i> 383 ± 13.1	↓	↓	●	●	●	..	↓	↑
	<i>ACT</i> 433 ± 14.5	●	●	↑	↑	↑	↑	..	↑
	<i>NT</i> 314 ± 26.9	↓	↓	↓	↓	↓	↓	↓	..
Year 10	Mean score	535 ± 14.9	521 ± 14.3	484 ± 11.9	510 ± 14.5	486 ± 16.5	466 ± 20.7	525 ± 13.8	418 ± 24.2
	<i>NSW</i> 535 ± 14.9	..	●	↑	↑	↑	↑	●	↑
	<i>Vic</i> 521 ± 14.3	●	..	↑	●	↑	↑	●	↑
	<i>Qld</i> 484 ± 11.9	↓	↓	..	↓	●	●	↓	↑
	<i>WA</i> 510 ± 14.5	↓	●	↑	..	↑	↑	●	↑
	<i>SA</i> 486 ± 16.5	↓	↓	●	↓	..		↓	↑
	<i>Tas</i> 466 ± 20.7	↓	↓	●	↓		..	↓	↑
	<i>ACT</i> 525 ± 13.8	●	●	↑	●	↑	↑	..	↑
	<i>NT</i> 418 ± 24.2	↓	↓	↓	↓	↓	↓	↓	..

▲ Mean scale score is significantly higher than in the comparison State/Territory. ■ Mean scale score is not significantly higher or lower than the comparison State/Territory. ▼ Mean scale score is significantly lower than in the comparison State/Territory.

Table 4A.153 **Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
(a)	The achievement mean scores reported in this table include 95 per cent confidence intervals (for example, 420 ± 2.7) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.							

Source: MCEETYA (2006), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney. ACARA (2014) *National Assessment Program - Civics and Citizenship Year 6 and 10 Report 2013*, Sydney.

TABLE 4A.154

Table 4A.154 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2005									
Year 6									
Level 1	11 ± 3.3	9 ± 3.8	19 ± 4.8	17 ± 4.7	10 ± 3.6	10 ± 5.1	9 ± 4.9	24 ± 12.2	13 ± 1.5
Level 2	39 ± 5.2	34 ± 4.7	43 ± 4.7	43 ± 4.9	38 ± 5.7	41 ± 7.7	33 ± 11.4	40 ± 11.5	39 ± 2.3
Level 3	42 ± 6.0	47 ± 4.5	34 ± 4.8	35 ± 5.3	43 ± 4.0	40 ± 8.4	46 ± 9.9	33 ± 9.0	41 ± 2.7
Level 4 and above	9 ± 3.6	10 ± 3.4	4 ± 1.7	5 ± 2.0	9 ± 3.7	8 ± 4.6	13 ± 7.0	3 ± 2.6	8 ± 1.5
<i>At or above the proficient standard</i>	<i>51 ± 6.6</i>	<i>58 ± 6.3</i>	<i>38 ± 5.3</i>	<i>40 ± 5.4</i>	<i>52 ± 5.0</i>	<i>49 ± 9.0</i>	<i>58 ± 12.5</i>	<i>36 ± 10.0</i>	<i>49 ± 3.0</i>
Year 10									
Level 2 and below	7 ± 2.5	6 ± 1.9	6 ± 2.8	9 ± 4.2	6 ± 2.4	9 ± 4.2	4 ± 3.1	14 ± 11.3	7 ± 1.2
Level 3	32 ± 7.5	28 ± 4.5	35 ± 6.9	35 ± 4.7	33 ± 4.1	35 ± 7.0	31 ± 12.5	37 ± 8.1	32 ± 2.9
Level 4	49 ± 6.4	49 ± 5.0	49 ± 8.1	48 ± 5.6	49 ± 5.3	47 ± 5.3	48 ± 7.4	41 ± 13.6	49 ± 2.7
Level 5 and above	12 ± 3.3	17 ± 4.1	11 ± 3.1	8 ± 3.0	12 ± 3.6	9 ± 3.9	18 ± 8.7	8 ± 5.9	12 ± 1.5
<i>At or above the proficient standard</i>	<i>61 ± 7.6</i>	<i>67 ± 4.8</i>	<i>60 ± 7.4</i>	<i>56 ± 6.1</i>	<i>61 ± 5.4</i>	<i>56 ± 6.4</i>	<i>66 ± 11.4</i>	<i>49 ± 13.2</i>	<i>61 ± 3.1</i>
2008 (c)									
Year 6									
Level 1	14 ± 3.9	7 ± 2.7	19 ± 3.9	16 ± 3.5	10 ± 2.7	15 ± 4.6	5 ± 2.9	25 ± 14.2	13 ± 1.7
Level 2	32 ± 4.0	27 ± 5.4	33 ± 3.7	33 ± 4.2	26 ± 4.2	34 ± 5.2	20 ± 5.9	33 ± 9.2	30 ± 2.1
Level 3	40 ± 5.2	40 ± 4.5	38 ± 5.0	38 ± 3.7	44 ± 4.5	39 ± 6.5	45 ± 7.3	32 ± 8.0	41 ± 2.3
Level 4 and above	15 ± 3.1	22 ± 5.0	10 ± 2.4	13 ± 3.6	21 ± 4.1	13 ± 3.7	30 ± 5.5	10 ± 4.6	16 ± 1.7
<i>At or above the proficient standard</i>	<i>55 ± 5.7</i>	<i>66 ± 6.5</i>	<i>48 ± 5.3</i>	<i>51 ± 4.1</i>	<i>64 ± 5.3</i>	<i>52 ± 7.0</i>	<i>75 ± 6.6</i>	<i>42 ± 10.6</i>	<i>57 ± 2.8</i>
Year 10									
Level 2 and below	8 ± 3.2	8 ± 4.1	10 ± 3.5	7 ± 2.7	7 ± 2.7	12 ± 3.6	5 ± 3.8	30 ± 16.3	9 ± 1.7

TABLE 4A.154

Table 4A.154 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Level 3	25 ± 4.1	22 ± 4.2	28 ± 5.2	28 ± 5.0	28 ± 3.9	30 ± 6.1	18 ± 5.0	25 ± 8.1	26 ± 2.2
Level 4	46 ± 4.4	47 ± 5.6	47 ± 6.2	49 ± 5.2	47 ± 4.8	44 ± 6.9	45 ± 9.6	35 ± 13.3	47 ± 3.0
Level 5 and above	21 ± 4.7	23 ± 4.7	15 ± 4.3	17 ± 3.7	18 ± 3.6	14 ± 4.4	32 ± 9.4	11 ± 6.7	19 ± 2.4
<i>At or above the proficient standard</i>	<i>67 ± 5.4</i>	<i>70 ± 6.7</i>	<i>62 ± 6.2</i>	<i>65 ± 5.9</i>	<i>65 ± 4.9</i>	<i>58 ± 7.4</i>	<i>77 ± 6.1</i>	<i>46 ± 13.4</i>	<i>66 ± 3.0</i>
2011									
Year 6									
Level 1	10 ± 3.4	8 ± 2.3	16 ± 3.9	14 ± 4.0	10 ± 3.4	16 ± 3.6	7 ± 3.9	29 ± 10.6	11 ± 1.6
Level 2	24 ± 2.9	28 ± 4.0	29 ± 3.8	28 ± 4.4	28 ± 4.9	32 ± 4.3	19 ± 6.3	28 ± 8.5	27 ± 1.7
Level 3	42 ± 4.4	39 ± 3.6	39 ± 4.7	41 ± 4.5	41 ± 4.8	38 ± 4.8	44 ± 6.7	28 ± 10.5	40 ± 2.0
Level 4 and above	24 ± 4.0	25 ± 3.5	16 ± 4.3	18 ± 3.7	21 ± 3.4	13 ± 3.4	30 ± 7.7	14 ± 5.7	21 ± 1.9
<i>At or above the proficient standard</i>	<i>66 ± 4.1</i>	<i>64 ± 3.8</i>	<i>55 ± 4.8</i>	<i>59 ± 5.5</i>	<i>62 ± 4.9</i>	<i>51 ± 5.5</i>	<i>74 ± 8.3</i>	<i>42 ± 9.2</i>	<i>62 ± 2.0</i>
Year 10									
Level 2 and below	8 ± 2.7	9 ± 2.9	11 ± 2.9	12 ± 2.6	11 ± 3.3	12 ± 3.2	7 ± 3.6	24 ± 10.5	10 ± 1.3
Level 3	26 ± 4.3	23 ± 4.2	25 ± 4.0	28 ± 3.6	26 ± 4.3	34 ± 5.5	21 ± 5.1	27 ± 8.5	25 ± 1.8
Level 4	43 ± 4.9	44 ± 5.2	44 ± 4.2	42 ± 3.7	44 ± 5.0	41 ± 5.0	44 ± 8.1	38 ± 8.4	44 ± 2.4
Level 5 and above	22 ± 3.9	24 ± 4.4	19 ± 2.5	18 ± 3.5	20 ± 4.3	13 ± 4.3	28 ± 5.9	10 ± 4.8	21 ± 1.6
<i>At or above the proficient standard</i>	<i>66 ± 5.3</i>	<i>68 ± 4.9</i>	<i>63 ± 4.3</i>	<i>61 ± 4.0</i>	<i>63 ± 5.6</i>	<i>54 ± 7.1</i>	<i>72 ± 7.0</i>	<i>48 ± 8.8</i>	<i>65 ± 2.3</i>

(a) Minimum standards like the those set for literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.

Table 4A.154 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program (per cent) and statistical significance of differences between testing years (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

(c) For 2008, percentages for Year 6 Level 1 in the ACT, and Year 10 level 2 and below in the ACT and level 5 and above in NT are based on a small number of cases and should be treated with extreme caution.

Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

Table 4A.155 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by geolocation, Australia (per cent) (a), (b)**

	Year 6			Year 10		
	2005	2008	2011	2005	2008	2011
Male students	45 ± 4.9	52 ± 3.0	58 ± 2.7	60 ± 4.2	63 ± 3.9	62 ± 2.7
Female students	52 ± 4.1	62 ± 3.6	66 ± 2.5	63 ± 3.5	70 ± 3.2	67 ± 3.3
Aboriginal and Torres Strait Islander students	30 ± 12.9	24 ± 6.1	31 ± 8.4	35 ± 11.5	32 ± 11.7	36 ± 11.5
Non-Indigenous students	50 ± 3.1	59 ± 2.8	64 ± 2.1	62 ± 3.1	68 ± 2.7	66 ± 2.3
LBOTE students	48.8 ± 6.2	58.9 ± 6.0	66 ± 4.8	58.6 ± 5.6	64.0 ± 5.9	63 ± 5.1
Geographic location:						
Metropolitan	52 ± 3.8	61 ± 3.3	66 ± 2.3	63 ± 4.1	69 ± 3.3	67 ± 2.5
Provincial	43 ± 5.5	48 ± 5.7	51 ± 3.2	59 ± 5.7	62 ± 5.6	58 ± 4.9
Remote	33 ± 18.9	38 ± 12.7	45 ± 20.9	46 ± 9.7	45 ± 10.6	47 ± 15.7
Parental occupation:						
Senior managers and professionals	68.0 ± 6.1	71.7 ± 3.6	79 ± 3.7	75.4 ± 5.4	78.5 ± 3.6	78 ± 3.2
Other managers, associate professionals	58.9 ± 4.8	66.2 ± 4.9	68 ± 3.8	65.7 ± 4.0	70.7 ± 4.0	69 ± 4.2
Skilled trades, clerical and sales	46.1 ± 4.5	54.0 ± 3.7	59 ± 4.2	75.1 ± 5.8	62.6 ± 4.6	63 ± 4.5
Unskilled manual, office and sales	32.1 ± 5.7	41.0 ± 4.7	43 ± 6.6	48.8 ± 7.0	52.1 ± 6.0	57 ± 7.4
All students	49 ± 3.0	57 ± 2.8	62 ± 2.0	61 ± 3.1	66 ± 3.0	65 ± 2.3

LBOTE = Language Background Other Than English.

- (a) National minimum such as those set in literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6). This is a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

TABLE 4A.156

Table 4A.156 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
2005							
Year 6							
Male students	13.7 ± 1.9	36.4 ± 2.6	40.9 ± 3.1	8.7 ± 1.6	0.3 ± 0.3	..	49.9 ± 3.3
Female students	8.8 ± 1.6	34.0 ± 3.1	46.3 ± 3.1	10.7 ± 1.6	0.3 ± 0.3	..	57.2 ± 3.4
Aboriginal and Torres Strait Islander students	37.0 ± 11.9	36.8 ± 11.1	23.4 ± 11.1	2.8 ± 4.5	–	..	26.2 ± 13.6
Non-Indigenous students	10.5 ± 1.4	35.8 ± 2.7	44.0 ± 2.7	9.4 ± 1.4	0.3 ± 0.2	..	53.7 ± 3.1
LBOTE students	13.7 ± 4.8	37.5 ± 6.1	40.2 ± 7.1	8.5 ± 3.6	0.1 ± 0.3	..	48.9 ± 7.8
All students	11.3 ± 1.3	35.2 ± 2.4	43.5 ± 2.6	9.7 ± 1.1	0.3 ± 0.2	..	53.4 ± 2.8
Year 10							
Male students	4.9 ± 1.8	18.5 ± 2.8	38.8 ± 3.1	32.2 ± 3.0	5.4 ± 1.7	0.2 ± 0.4	37.9 ± 3.7
Female students	2.7 ± 1.3	13.2 ± 2.5	39.0 ± 3.7	36.6 ± 2.9	8.3 ± 2.1	0.2 ± 0.3	45.1 ± 3.4
Aboriginal and Torres Strait Islander students	14.1 ± 8.0	33.3 ± 10.6	34.1 ± 9.7	16.0 ± 8.8	2.5 ± 3.7	–	18.5 ± 8.1
Non-Indigenous students	3.3 ± 1.3	15.2 ± 2.1	39.1 ± 2.8	35.1 ± 2.1	7.0 ± 1.4	0.2 ± 0.2	42.3 ± 2.6
LBOTE students	6.3 ± 3.6	17.3 ± 4.3	37.0 ± 5.1	32.6 ± 4.4	6.5 ± 2.6	0.3 ± 0.6	39.4 ± 5.6
All students	3.8 ± 1.4	15.8 ± 2.2	38.9 ± 2.8	34.4 ± 2.1	6.9 ± 1.4	0.2 ± 0.2	41.5 ± 2.6
2008							
Year 6							
Male students	15 ± 2.2	36 ± 2.9	36 ± 3.4	12 ± 2.1	1 ± 0.7	..	49 ± 3.4
Female students	11 ± 1.9	34 ± 2.5	39 ± 2.5	14 ± 2.0	2 ± 0.8	..	55 ± 3.1
Aboriginal and Torres Strait Islander students	48 ± 11.2	36 ± 11.8	14 ± 6.9	2 ± 2.7	0 ± 0.1	..	16 ± 7.8

TABLE 4A.156

Table 4A.156 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
Non-Indigenous students	12 ± 1.7	35 ± 2.0	39 ± 2.4	13 ± 1.5	1 ± 0.6	..	54 ± 2.6
All students	13 ± 1.7	35 ± 1.9	38 ± 2.3	13 ± 1.4	1 ± 0.6	..	52 ± 2.4
Year 10							
Male students	6 ± 1.9	16 ± 2.4	34 ± 2.9	33 ± 3.0	10 ± 2.4	1 ± 0.7	44 ± 4.5
Female students	4 ± 1.2	13 ± 2.5	30 ± 3.3	39 ± 3.2	14 ± 3.1	1 ± 0.5	53 ± 4.7
Aboriginal and Torres Strait Islander students	19 ± 8.1	26 ± 9.3	38 ± 10.3	15 ± 7.5	2 ± 3.0	na	17 ± 7.7
Non-Indigenous students	4 ± 1.3	14 ± 2.0	32 ± 2.3	37 ± 2.5	12 ± 2.0	1 ± 0.4	50 ± 3.8
All students	5 ± 1.3	14 ± 2.0	32 ± 2.2	36 ± 2.5	12 ± 1.9	1 ± 0.4	49 ± 3.7
2011							
Year 6							
Male students	19 ± 2.0	33 ± 3.0	35 ± 2.9	12 ± 2.2	1 ± 0.7	..	48 ± 3.4
Female students	12 ± 2.0	33 ± 2.7	41 ± 2.6	14 ± 2.3	1 ± 0.6	..	55 ± 2.7
Aboriginal and Torres Strait Islander students	48 ± 11.2	36 ± 11.8	14 ± 6.9	2 ± 2.7	0 ± 0.1	..	16 ± 7.8
Non-Indigenous students	12 ± 1.7	35 ± 2.0	39 ± 2.4	13 ± 1.5	1 ± 0.6	..	54 ± 2.6
All students	13 ± 1.7	35 ± 1.9	38 ± 2.3	13 ± 1.4	1 ± 0.6	..	52 ± 2.4
Year 10							
Male students	6 ± 1.9	16 ± 2.4	34 ± 2.9	33 ± 3.0	10 ± 2.4	1 ± 0.7	44 ± 4.5
Female students	4 ± 1.2	13 ± 2.5	30 ± 3.3	39 ± 3.2	14 ± 3.1	1 ± 0.5	53 ± 4.7
Aboriginal and Torres Strait Islander students	19 ± 8.1	26 ± 9.3	38 ± 10.3	15 ± 7.5	2 ± 3.0	na	17 ± 7.7
Non-Indigenous students	4 ± 1.3	14 ± 2.0	32 ± 2.3	37 ± 2.5	12 ± 2.0	1 ± 0.4	50 ± 3.8

Table 4A.156 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
All students	5 ± 1.3	14 ± 2.0	32 ± 2.2	36 ± 2.5	12 ± 1.9	1 ± 0.4	49 ± 3.7

LBOTE = Language Background Other Than English.

- (a) National minimum standards such as those set for literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Data for 2004 were included in the 2011 Report.
- (d) For year 6 includes achievement above level 4.
- .. Not applicable. – Nil or rounded to zero. **na** not available.

Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

TABLE 4A.157

Table 4A.157 **Average performance of years 6 and 10 students in information and communication technologies domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scores - year 6									
2005	405 ± 12.9	424 ± 13.7	370 ± 12.3	370 ± 10.8	412 ± 11.4	404 ± 19.4	428 ± 22.1	346 ± 53.7	400 ± 6.3
2008	413 ± 13.5	447 ± 15.1	392 ± 11.8	403 ± 11.5	439 ± 12.5	408 ± 16.4	472 ± 13.9	364 ± 49.8	410 ± 6.9
2011	445 ± 12.5	448 ± 9.3	515 ± 14.0	424 ± 13.5	436 ± 10.3	405 ± 12.4	466 ± 22.8	367 ± 37.5	435 ± 5.7
Statistical significance of mean scores, year 6									
Nature of the difference 2005-2011	↑	↑	↑	↑	↑	•	↑	•	↑
Nature of the difference 2008-2011	↑	•	↑	•	•	•	•	•	↑
Mean scores - year 10									
2005	551 ± 13.1	565 ± 9.8	547 ± 11.6	535 ± 11.8	547 ± 11.0	538 ± 11.8	572 ± 17.8	515 ± 28.2	551 ± 5.7
2008	564 ± 13.7	569 ± 18.1	549 ± 14.0	559 ± 12.1	560 ± 11.5	539 ± 16.3	598 ± 14.5	466 ± 71.5	560 ± 7.1
2011	565 ± 12.8	568 ± 12.5	553 ± 9.5	548 ± 10.8	552 ± 14.8	534 ± 15.5	582 ± 16.1	490 ± 49.5	559 ± 5.7
Statistical significance of mean scores, year 10									
Nature of the difference 2005-2011	•	•	•	•	•	•	•	•	•
Nature of the difference 2008-2011	•	•	•	•	•	•	•	•	•

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 200.0 per cent ± 22.7) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

TABLE 4A.158

Table 4A.158 **Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2005									
Year 6	Mean score	405 ± 12.9	424 ± 13.7	370 ± 12.3	370 ± 10.8	412 ± 11.4	404 ± 19.4	428 ± 22.1	346 ± 53.7
	<i>NSW</i> 405 ± 12.9	..	●	▲	▲	●	●	●	●
	<i>Vic</i> 424 ± 13.7	●	..	▲	▲	●	●	●	▲
	<i>Qld</i> 370 ± 12.3	▼	▼	..	●	▼	▼	▼	●
	<i>WA</i> 370 ± 10.8	▼	▼	●	..	▼	●	▼	●
	<i>SA</i> 412 ± 11.4	●	●	▲	▲	..	●	●	●
	<i>Tas</i> 404 ± 19.4	●	●	▲	●	●	..	●	●
	<i>ACT</i> 428 ± 22.1	●	●	▲	▲	●	●	..	▲
	<i>NT</i> 346 ± 53.7	●	▼	●	●	▼	●	▼	..
Year 10	Mean score	551 ± 13.1	565 ± 9.8	547 ± 11.6	535 ± 11.8	547 ± 11.0	538 ± 11.8	572 ± 17.8	515 ± 28.2
	<i>NSW</i> 551 ± 13.1	..	●	●	●	●	●	●	●
	<i>Vic</i> 565 ± 9.8	●	..	●	▲	●	▲	●	▲
	<i>Qld</i> 547 ± 11.6	●	●	..	●	●	●	●	●
	<i>WA</i> 535 ± 11.8	●	▼	●	..	●	●	▼	●
	<i>SA</i> 547 ± 11.0	●	●	●	●	..	●	●	●
	<i>Tas</i> 538 ± 11.8	●	▼	●	●	●	..	▼	●
	<i>ACT</i> 572 ± 17.8	●	●	●	▲	●	▲	..	▲
	<i>NT</i> 515 ± 28.2	●	▼	●	●	●	●	▼	..

TABLE 4A.158

Table 4A.158 **Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2008									
Year 6	Mean score	413 ± 13.5	447 ± 15.1	392 ± 11.8	403 ± 11.5	439 ± 12.5	408 ± 16.4	472 ± 13.9	364 ± 49.8
	<i>NSW</i> 413 ± 13.5	..	▼	▲	●	▼	●	▼	●
	<i>Vic</i> 447 ± 15.1	▲	..	▲	▲	●	▲	●	▲
	<i>Qld</i> 392 ± 11.8	▼	▼	..	●	▼	●	▼	●
	<i>WA</i> 403 ± 11.5	●	▼	●	..	▼	●	▼	●
	<i>SA</i> 439 ± 12.5	▲	●	▲	▲	..	▲	●	▲
	<i>Tas</i> 408 ± 16.4	●	▼	●	●	▼	..	▼	●
	<i>ACT</i> 472 ± 13.9	▲	●	▲	▲	▲	▲	..	▲
	<i>NT</i> 364 ± 49.8	●	▼	●	●	▼	●	▼	..
Year 10	Mean score	564 ± 13.7	569 ± 18.1	549 ± 14.0	559 ± 12.1	560 ± 11.5	539 ± 16.3	598 ± 14.5	466 ± 71.5
	<i>NSW</i> 564 ± 13.7	..	●	●	●	●	▲	▼	▲
	<i>Vic</i> 569 ± 18.1	●	..	●	●	●	▲	▼	▲
	<i>Qld</i> 549 ± 14.0	●	●	..	●	●	●	▼	▲
	<i>WA</i> 559 ± 12.1	●	●	●	..	●	●	▼	▲
	<i>SA</i> 560 ± 11.5	●	●	●	●	..	▲	▼	▲
	<i>Tas</i> 539 ± 16.3	▼	▼	●	●	▼	..	▼	●
	<i>ACT</i> 598 ± 14.5	▲	▲	▲	▲	▲	▲	..	▲
	<i>NT</i> 466 ± 71.5	▼	▼	▼	▼	▼	●	●	..

Table 4A.158 **Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2011									
Year 6	Mean score	445 ± 12.5	448 ± 9.3	515 ± 14.0	424 ± 13.5	436 ± 10.3	405 ± 12.4	466 ± 22.8	367 ± 37.5
	<i>NSW</i> 445 ± 12.5	..	●	▲	▲	●	▲	●	▲
	<i>Vic</i> 448 ± 9.3	●	..	▲	▲	●	▲	●	▲
	<i>Qld</i> 515 ± 14.0	▼	▼	..	●	▼	●	▼	▲
	<i>WA</i> 424 ± 13.5	▼	▼	●	..		▲	▼	▲
	<i>SA</i> 436 ± 10.3	●	●	▲	●	..	▲	▼	▲
	<i>Tas</i> 405 ± 12.4	▼	▼	●	▼	▼	..	▼	●
	<i>ACT</i> 466 ± 22.8	●	●	▲	▲	▲	▲	..	▲
	<i>NT</i> 367 ± 37.5	▼	▼	▼	▼	▼	▼	▼	..
Year 10	Mean score	565 ± 12.8	568 ± 12.5	553 ± 9.5	548 ± 10.8	552 ± 14.8	534 ± 15.5	582 ± 16.1	490 ± 49.5
	<i>NSW</i> 565 ± 12.8	..	●	●	●	●	▲	●	▲
	<i>Vic</i> 568 ± 12.5	●	..	●	▲	●	▲	●	▲
	<i>Qld</i> 553 ± 9.5	●	●	..		●	▲	▼	▲
	<i>WA</i> 548 ± 10.8	●	▼	●	..	●	●	▼	▲
	<i>SA</i> 552 ± 14.8	●	●	●	●	..	●	▼	▲
	<i>Tas</i> 534 ± 15.5	▼	▼	▼	●	●	..	▼	●
	<i>ACT</i> 582 ± 16.1	●	●	▲	▲	▲	▲	..	▲
	<i>NT</i> 490 ± 49.5	▼	▼	▼	▼	▼	●	▼	..

▲ = Average achievement significantly higher, statistically ● = No significant difference, statistically. ▼ = Average achievement significantly lower, statistically.

(a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 200.0 per cent ± 22.7) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.158

Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Source:	<i>ACARA (2012), National Assessment Program ICT Literacy Years 6 and 10 Report 2011, Sydney.</i>							

Table 4A.159 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2000									
All students	73.5 ± 5.0	63.9 ± 5.5	65.8 ± 6.2	70.6 ± 6.8	72.1 ± 5.4	65.7 ± 7.6	77.9 ± 4.1	56.3 ± 5.8	69.0 ± 2.4
2003									
All students	71.6 ± 3.0	66.8 ± 4.1	65.4 ± 7.0	77.2 ± 3.4	73.7 ± 3.7	63.3 ± 5.7	78.5 ± 3.7	58.0 ± 7.2	69.9 ± 1.9
2006									
All students	66.8 ± 3.5	63.0 ± 3.9	64.4 ± 2.9	70.7 ± 5.5	66.1 ± 4.1	58.8 ± 4.5	74.6 ± 4.1	48.4 ± 4.1	65.6 ± 1.8
2009									
All students	65.5 ± 3.9	65.3 ± 4.5	66.5 ± 5.1	67.8 ± 5.4	62.8 ± 4.0	51.9 ± 5.1	70.2 ± 4.5	52.8 ± 4.6	65.3 ± 1.8
2012									
All students	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.

(b) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'

(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACER (unpublished).

Table 4A.160 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)**

	<i>Aust</i>
2000	
All students	69.0 ± 2.4
Male students	63.2 ± 3.3
Female students	75.8 ± 2.9
Students from low socioeconomic families (d)	54.3 ± 3.5
Aboriginal and Torres Strait Islander students	38.0 ± 6.7
Non-Indigenous students (e)	69.9 ± 2.5
Geographically remote students (f)	47.9 ± 17.2
2003	
All students	69.9 ± 1.9
Male students	62.3 ± 2.5
Female students	77.8 ± 2.2
Students from low socioeconomic families (d)	56.2 ± 2.7
Aboriginal and Torres Strait Islander students	38.1 ± 7.6
Non-Indigenous students (e)	70.6 ± 1.8
Geographically remote students (f)	53.5 ± 9.0
2006	
All students	65.6 ± 1.8
Male students	58.0 ± 2.4
Female students	73.5 ± 2.0
Students from low socioeconomic families (d)	47.8 ± 2.2
Aboriginal and Torres Strait Islander students	33.5 ± 4.9
Non-Indigenous students (e)	66.5 ± 1.8
Geographically remote students (f)	48.9 ± 15.7
2009	
All students	65.3 ± 1.8
Male students	57.8 ± 2.3
Female students	72.5 ± 2.2
Students from low socioeconomic families (d)	46.9 ± 2.5
Aboriginal and Torres Strait Islander students	34.7 ± 5.4
<i>Level 5 and Level 6</i>	2.4 ± 1.2
<i>Level 1 and below</i>	38.8 ± 5.2
Non-Indigenous students (e)	66.3 ± 1.7
<i>Level 5 and Level 6</i>	13.1 ± 1.6
<i>Level 1 and below</i>	13.4 ± 1.1
Geographically remote students (f)	48.6 ± 8.7
2012	
All students	64.2 ± 1.3
Male students	57.4 ± 1.8

Table 4A.160 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)

	<i>Aust</i>
Female students	71.4 ± 1.7
Students from low socioeconomic families (d)	46.4 ± 2.5
Aboriginal and Torres Strait Islander students	30.6 ± 3.3
Non-Indigenous students (e)	65.4 ± 1.3
Geographically remote students (f)	43.1 ± 12.1

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

Table 4A.161 Proportion of 15 year old secondary students achieving at or above level 3 of the overall reading literacy scale in PISA assessments, Australia, by SES (per cent) (a), (b), (c)

	2006	2009	2012
Socio-economic status (ESCS) (d)			
Highest quartile	81.9 ± 2.2	82.9 ± 1.7	81.6 ± 1.7
Third quartile	72.4 ± 2.4	72.8 ± 2.4	72.4 ± 2.1
Second quartile	62.9 ± 2.4	62.1 ± 2.6	60.2 ± 2.4
Lowest quartile	47.8 ± 2.2	46.9 ± 2.5	46.4 ± 2.5
Socio-economic status (HISEI) (d)			
Highest quartile	81.0 ± 2.4	80.8 ± 1.7	79.3 ± 1.8
Third quartile	71.2 ± 2.6	73.4 ± 2.3	69.9 ± 2.2
Second quartile	65.0 ± 2.6	63.4 ± 2.4	65.9 ± 2.0
Lowest quartile	50.7 ± 2.6	51.9 ± 2.6	49.2 ± 2.8
All students	65.6 ± 1.8	65.3 ± 1.8	64.2 ± 1.3

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b.' Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

TABLE 4A.162

Table 4A.162 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall reading literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d), (e)**

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Proportions at achievement levels										
Level 6	%	2.3 ± 0.8	2.0 ± 0.9	2.0 ± 0.8	1.9 ± 1.0	0.7 ± 0.6	0.6 ± 0.7	2.1 ± 1.5	0.3 ± 0.7	1.9 ± 0.4
Level 5	%	11.1 ± 1.9	9.3 ± 1.8	9.0 ± 1.8	10.8 ± 1.9	7.4 ± 1.7	6.1 ± 2.3	13.1 ± 3.5	6.2 ± 4.3	9.8 ± 0.9
Level 4	%	23.2 ± 2.0	24.4 ± 2.2	22.2 ± 2.9	25.1 ± 2.5	21.8 ± 3.7	18.8 ± 3.8	27.8 ± 5.2	19.5 ± 6.1	23.3 ± 1.0
Level 3	%	27.0 ± 1.9	31.8 ± 2.5	28.9 ± 2.5	29.1 ± 2.5	30.6 ± 3.3	27.2 ± 4.1	28.6 ± 3.5	25.6 ± 6.3	29.1 ± 1.0
Level 2	%	21.6 ± 1.9	20.4 ± 2.4	23.0 ± 2.3	20.8 ± 2.2	23.8 ± 3.1	26.3 ± 3.6	15.7 ± 3.8	19.9 ± 6.1	21.6 ± 0.9
Level 1a	%	10.2 ± 1.5	9.2 ± 1.9	11.1 ± 1.6	9.3 ± 1.8	11.4 ± 3.1	13.9 ± 2.7	7.4 ± 2.2	13.8 ± 5.9	10.2 ± 0.8
Level 1b	%	3.6 ± 0.9	2.4 ± 0.8	3.1 ± 1.0	2.4 ± 1.0	3.4 ± 1.3	5.0 ± 1.8	3.8 ± 1.7	7.3 ± 2.9	3.1 ± 0.4
Below level 1b	%	1.1 ± 0.5	0.5 ± 0.3	0.8 ± 0.4	0.6 ± 0.4	0.9 ± 0.6	2.0 ± 1.1	1.5 ± 1.1	7.4 ± 3.2	0.9 ± 0.2
At or above level 3	%	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3
Levels 5 and 6	%	13.4 ± 2.3	11.3 ± 2.3	11.0 ± 2.2	12.7 ± 2.2	8.1 ± 1.9	6.7 ± 2.3	15.2 ± 3.2	6.5 ± 4.5	11.7 ± 1.0
Level 1 and below	%	14.8 ± 1.7	12.1 ± 1.8	15.0 ± 2.1	12.3 ± 2.0	15.7 ± 3.1	21.0 ± 3.2	12.7 ± 2.8	28.5 ± 5.7	14.2 ± 0.9
Mean score	no.	512.7 ± 6.5	517.0 ± 6.9	508.0 ± 6.7	519.1 ± 6.1	500.3 ± 7.8	484.5 ± 7.1	525.2 ± 7.1	465.7 ± 16.3	511.8 ± 3.1
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:	NSW	..	●	●	●	↓	↓	↑	↓	..
	Vic	●	..	●	●	↓	↓	●	↓	..
	Qld	●	●	..	↑	●	↓	↑	↓	..
	WA	●	●	↓	..	↓	↓	●	↓	..
	SA	↑	↑	●	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	↓	..
	ACT	↓	●	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	↑	↑	..	..

Table 4A.162 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall reading literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.
- (d) From PISA 2009, the reading literacy proficiency scale has been expanded from the five levels identified in 2000, to seven levels. The new levels describe the reading literacy skills at each end of the proficiency scale – those students with very high or very low reading proficiency. Level 6, located above Level 5, describes the reading literacy skills of students with very high levels of reading proficiency. At the other end of the proficiency scale, Level 1 has been re-labelled as Level 1a. A new level (Level 1b) has been introduced to describe the skills of those students who previously were described as not having achieved Level 1. Students whose proficiency level is below level 1b are also recorded. Detailed descriptions of the proficiency levels for the PISA domains are available in <http://www.acer.edu.au/documents/PISA-2009-In-Brief.pdf>
- (e) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER (unpublished).

Table 4A.163 **Mean scores for reading literacy and statistical significance of differences between PISA surveys (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2000									
All students	539	516	521	538	537	514	552	489	528
2003									
All students	530	514	517	546	532	508	549	496	525
2006									
All students	519	504	509	524	514	496	535	460	513
2009									
All students	516	513	519	522	506	483	531	481	515
2012									
All students	513	517	508	519	500	485	525	466	512

Statistical significance of the difference in Proportion of 15 year old students achieving level 3 or above

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Nature of the difference 2000-2012	↓	•	•	•	↓	↓	↓	↓	↓

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.

Source: ACER (2013) *PISA 2012: How Australia measures up - The PISA 2012 assessment of students' mathematical, scientific and reading literacy*, Melbourne.

TABLE 4A.164

Table 4A.164 **Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
All students	66.7 ± 3.1	62.6 ± 4.3	65.8 ± 5.3	75.8 ± 3.5	72.7 ± 4.9	61.1 ± 8.2	76.0 ± 3.5	57.3 ± 5.5	67.1 ± 1.8
2006									
All students	67.0 ± 3.5	64.2 ± 3.9	66.6 ± 3.7	71.5 ± 5.9	67.1 ± 4.5	58.3 ± 4.5	74.3 ± 4.9	51.5 ± 4.3	66.5 ± 1.8
2009									
All students	63.0 ± 3.5	63.2 ± 4.7	65.1 ± 5.5	69.2 ± 5.9	62.6 ± 4.5	52.4 ± 5.1	69.1 ± 4.9	54.3 ± 4.9	63.9 ± 2.0
2012									
All students	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.

Source: ACER (unpublished).

Table 4A.165 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2003	
All students	67.1 ± 1.8
Male students	67.3 ± 2.4
Female students	66.8 ± 2.5
Students from low socioeconomic families (d)	47.2 ± 3.7
Aboriginal and Torres Strait Islander students	30.1 ± 6.3
Non-Indigenous students (e)	67.9 ± 1.8
Geographically remote students (f)	51.5 ± 12.7
2006	
All students	66.5 ± 1.8
Male students	68.6 ± 2.4
Female students	64.3 ± 2.2
Students from low socioeconomic families (d)	50.2 ± 2.4
Aboriginal and Torres Strait Islander students	32.4 ± 5.1
Non-Indigenous students (e)	67.5 ± 1.8
Geographically remote students (f)	44.0 ± 11.4
2009	
All students	63.9 ± 1.9
Male students	65.5 ± 2.4
Female students	62.3 ± 2.4
Students from low socioeconomic families (d)	44.7 ± 2.5
Aboriginal and Torres Strait Islander students	34.5 ± 5.1
<i>Level 5 and Level 6</i>	3.2 ± 1.5
<i>Level 1 and below</i>	40.4 ± 5.0
Non-Indigenous students (e)	64.8 ± 1.9
<i>Level 5 and Level 6</i>	16.9 ± 1.8
<i>Level 1 and below</i>	15.1 ± 1.3
Geographically remote students (f)	42.7 ± 14.7
2012	
All students	58.4 ± 1.5
Male students	60.2 ± 2.1
Female students	56.5 ± 2.0
Students from low socioeconomic families (d)	61.3 ± 1.7
Aboriginal and Torres Strait Islander students	23.2 ± 3.1
Non-Indigenous students (e)	59.7 ± 1.5
Geographically remote students (f)	37.5 ± 14.1

Table 4A.165 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

Aust

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

Table 4A.166 Proportion of 15 year old secondary students achieving at or above level 3 of the overall mathematical literacy scale in PISA assessments, Australia, by SES (per cent) (a), (b), (c)

	2006	2009	2012
Socio-economic status (ESCS) (d)			
Highest quartile	83.0 ± 2.2	83.2 ± 1.9	77.5 ± 2.2
Third quartile	72.6 ± 2.2	70.8 ± 2.5	66.2 ± 2.5
Second quartile	62.8 ± 2.8	60.0 ± 2.6	53.6 ± 2.2
Lowest quartile	50.2 ± 2.4	44.7 ± 2.5	61.3 ± 1.7
Socio-economic status (HISEI) (d)			
Highest quartile	81.8 ± 2.4	80.5 ± 2.0	74.4 ± 2.1
Third quartile	71.5 ± 2.2	70.8 ± 2.7	64.3 ± 2.3
Second quartile	65.8 ± 2.6	61.7 ± 2.7	58.8 ± 2.6
Lowest quartile	52.2 ± 2.6	50.8 ± 3.0	43.2 ± 2.5
All students	66.5 ± 1.8	63.9 ± 1.9	58.4 ± 1.5

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

TABLE 4A.167

Table 4A.167 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall mathematical literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d)**

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Proportions at achievement levels										
Level 6	%	6.1 ± 1.8	3.2 ± 1.4	3.7 ± 1.1	4.6 ± 1.3	1.9 ± 0.8	2.0 ± 1.2	5.2 ± 2.0	1.5 ± 1.7	4.3 ± 0.7
Level 5	%	11.4 ± 1.6	8.9 ± 1.8	10.9 ± 2.1	12.8 ± 2.2	8.4 ± 1.9	7.1 ± 2.1	13.3 ± 3.2	5.0 ± 4.1	10.5 ± 0.8
Level 4	%	18.0 ± 1.7	19.6 ± 2.2	19.2 ± 2.1	22.6 ± 2.7	17.3 ± 2.8	14.6 ± 2.8	21.0 ± 3.3	11.0 ± 5.8	19.0 ± 1.0
Level 3	%	23.8 ± 2.2	26.1 ± 2.5	24.7 ± 2.8	22.8 ± 2.8	25.1 ± 2.8	24.4 ± 2.9	25.2 ± 3.4	23.7 ± 6.0	24.6 ± 1.3
Level 2	%	21.0 ± 2.4	22.8 ± 2.4	21.9 ± 2.5	21.0 ± 2.7	23.8 ± 3.1	25.3 ± 3.5	19.8 ± 3.4	22.8 ± 7.0	21.9 ± 1.5
Level 1	%	13.1 ± 1.8	13.7 ± 2.4	14.0 ± 1.6	11.7 ± 1.9	16.1 ± 2.3	16.4 ± 2.8	9.9 ± 2.6	17.8 ± 6.7	13.5 ± 1.1
Below level 1	%	6.5 ± 1.2	5.7 ± 1.6	5.7 ± 1.6	4.3 ± 1.3	7.2 ± 1.6	10.2 ± 2.0	5.6 ± 2.0	18.1 ± 4.5	6.1 ± 0.7
At or above level 3	%	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
Levels 5 and 6	%	17.6 ± 2.8	12.2 ± 2.8	14.6 ± 2.1	17.4 ± 2.7	10.4 ± 2.1	9.1 ± 2.3	18.5 ± 3.2	6.6 ± 4.3	14.8 ± 1.3
Level 1 and below	%	19.6 ± 2.1	19.4 ± 2.4	19.7 ± 2.4	16.0 ± 2.3	23.4 ± 2.7	26.6 ± 3.2	15.5 ± 3.3	35.9 ± 8.3	19.7 ± 1.2
Mean score	no.	509.1 ± 7.1	500.8 ± 7.3	503.3 ± 5.7	516.3 ± 6.7	489.1 ± 6.5	477.8 ± 6.7	517.6 ± 7.1	451.7 ± 20.4	504.2 ± 3.1
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:	NSW	..	●	●	●	↓	↓	●	↓	..
	Vic	●	..	●	↑	↓	↓	↑	↓	..
	Qld	●	●	..	↑	↓	↓	↑	↓	..
	WA	●	↓	↓	..	↓	↓	●	↓	..
	SA	↑	↑	↑	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	↓	..
	ACT	●	↓	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	↑	↑	..	..

Table 4A.167 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall mathematical literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable level and below level 1 is the lowest level. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER (unpublished).

Table 4A.168 **Mean scores for mathematical literacy and statistical significance of differences between PISA surveys (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
All students	526	511	520	548	535	507	548	496	524
2006									
All students	523	513	519	531	520	502	539	481	
2009									
All students	512	512	518	529	509	487	528	487	
2012									
All students	509	501	503	516	489	478	518	452	504
Statistical significance of the difference in Proportion of 15 year old students achieving level 3 or above									
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Nature of the difference 2003-2012	↓	•	↓	↓	↓	↓	↓	↓	↓

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.

Source: ACER (2013) *PISA 2012: How Australia measures up - The PISA 2012 assessment of students' mathematical, scientific and reading literacy*, Melbourne.

Table 4A.169 **Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006									
All students	69.2 ± 3.1	62.5 ± 4.0	65.8 ± 3.1	72.9 ± 5.3	69.2 ± 3.9	59.1 ± 4.6	74.7 ± 3.9	53.4 ± 4.4	67.0 ± 1.7
2009									
All students	68.7 ± 3.5	65.3 ± 4.2	67.7 ± 4.7	71.4 ± 5.6	66.4 ± 4.2	56.6 ± 4.7	73.6 ± 3.9	56.9 ± 6.0	67.5 ± 1.7
2012									
All students	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.

Source: ACER (unpublished).

Table 4A.170 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

	<i>Aust</i>
2006	
All students	67.0 ± 1.7
Male students	66.5 ± 2.4
Female students	67.5 ± 2.0
Students from low socioeconomic families (d)	50.8 ± 2.3
Aboriginal and Torres Strait Islander students	34.3 ± 5.6
Non-Indigenous students (e)	67.9 ± 1.7
Geographically remote students (f)	47.8 ± 12.9
2009	
All students	67.5 ± 1.7
Male students	66.6 ± 2.2
Female students	68.3 ± 2.1
Students from low socioeconomic families (d)	49.4 ± 2.5
Aboriginal and Torres Strait Islander students	37.8 ± 5.5
Level 5 and Level 6	2.9 ± 1.4
Level 1 and below	35.1 ± 5.3
Non-Indigenous students (e)	68.5 ± 1.7
Level 5 and Level 6	14.9 ± 1.7
Level 1 and below	11.8 ± 1.2
Geographically remote students (f)	48.6 ± 10.8
2012	
All students	64.9 ± 1.4
Male students	65.2 ± 1.8
Female students	64.5 ± 1.8
Students from low socioeconomic families (d)	47.3 ± 2.3
Aboriginal and Torres Strait Islander students	33.0 ± 3.4
Non-Indigenous students (e)	66.0 ± 1.4
Geographically remote students (f)	48.1 ± 15.4

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.170 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

Aust

- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

Table 4A.171 Proportion of 15 year old secondary students achieving at or above level 3 of the overall scientific literacy scale in PISA assessment, Australia, by SES (per cent) (a), (b), (c)

	2006	2009	2012
Socio-economic status (ESCS) (d)			
Highest quartile	83.1 ± 1.8	84.9 ± 1.6	81.6 ± 1.8
Third quartile	73.4 ± 2.4	74.9 ± 2.2	73.2 ± 2.4
Second quartile	63.3 ± 2.4	64.0 ± 2.5	60.9 ± 2.1
Lowest quartile	50.8 ± 2.4	49.4 ± 2.5	47.3 ± 2.3
Socio-economic status (HISEI) (d)			
Highest quartile	82.2 ± 2.2	83.2 ± 1.9	79.9 ± 1.9
Third quartile	71.7 ± 2.6	74.8 ± 2.5	70.6 ± 2.4
Second quartile	66.3 ± 2.2	65.8 ± 2.5	65.8 ± 1.9
Lowest quartile	53.0 ± 2.4	54.4 ± 2.6	50.4 ± 2.4
All students	67.0 ± 1.7	67.5 ± 1.7	64.9 ± 1.4

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

TABLE 4A.172

Table 4A.172 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall scientific literacy scale in PISA assessment (per cent), mean scores and statistical difference of mean score performance, 2012 (a), (b), (c), (d)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportions at achievement levels										
Level 6	%	3.6 ± 7.0	2.0 ± 4.0	2.1 ± 4.1	3.2 ± 6.4	1.5 ± 3.0	1.7 ± 3.3	3.2 ± 6.2	2.6 ± 5.1	2.6 ± 5.2
Level 5	%	12.8 ± 2.1	9.2 ± 2.0	10.0 ± 1.6	12.7 ± 2.0	9.4 ± 2.7	8.2 ± 2.3	13.7 ± 3.0	6.2 ± 4.1	10.9 ± 0.9
Level 4	%	22.2 ± 1.9	22.7 ± 2.5	22.8 ± 2.3	25.3 ± 3.2	21.9 ± 2.5	20.8 ± 3.1	25.9 ± 4.0	19.0 ± 6.7	22.8 ± 1.2
Level 3	%	27.1 ± 2.2	30.1 ± 2.9	29.0 ± 2.7	29.0 ± 2.9	28.5 ± 3.4	26.4 ± 3.8	27.7 ± 3.8	27.3 ± 7.0	28.5 ± 1.3
Level 2	%	20.4 ± 1.8	22.5 ± 2.5	22.7 ± 1.9	19.0 ± 2.5	24.2 ± 2.8	22.9 ± 3.5	17.3 ± 3.0	19.3 ± 5.9	21.5 ± 0.9
Level 1	%	10.1 ± 1.5	10.5 ± 1.8	10.3 ± 1.5	8.7 ± 1.8	10.7 ± 2.4	13.6 ± 2.4	8.0 ± 2.1	13.1 ± 4.6	10.2 ± 0.8
Below level 1	%	3.9 ± 1.0	2.9 ± 0.9	3.1 ± 1.0	2.1 ± 0.8	3.8 ± 1.3	6.3 ± 1.6	4.1 ± 1.5	12.5 ± 3.3	3.4 ± 0.5
At or above level 3	%	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4
Levels 5 and 6	%	16.3 ± 2.6	11.2 ± 2.5	12.1 ± 1.8	15.9 ± 2.3	10.9 ± 2.6	9.9 ± 2.6	16.9 ± 3.1	8.8 ± 5.1	13.6 ± 1.1
Level 1 and below	%	14.0 ± 1.7	13.5 ± 2.0	13.4 ± 1.9	10.8 ± 2.0	14.5 ± 2.6	19.9 ± 2.8	12.1 ± 2.4	25.6 ± 5.5	13.6 ± 0.6
Mean score	no.	525.6 ± 7.1	517.7 ± 7.4	518.8 ± 6.1	534.5 ± 7.3	512.7 ± 7.3	500.0 ± 7.4	533.9 ± 7.6	483.2 ± 20.0	521.5 ± 3.5
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:										
	NSW	..	●	●	●	↓	↓	●	↓	..
	Vic	●	..	●	↑	●	↓	↑	↓	..
	Qld	●	●	..	↑	●	↓	↑	↓	..
	WA	●	↓	↓	..	↓	↓	●	↓	..
	SA	↑	●	●	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	●	..
	ACT	●	↓	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	●	↑	..	..

Table 4A.172 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall scientific literacy scale in PISA assessment (per cent), mean scores and statistical difference of mean score performance, 2012 (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable level and below level 1 is the lowest level. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.
 .. Not applicable.

Source: ACER (unpublished).

Table 4A.173 **Mean scores for scientific literacy and statistical significance of differences between PISA surveys (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006									
All students	535	513	522	543	532	507	549	490	527
2009									
All students	531	521	530	539	519	497	546	492	527
2012									
All students	526	518	519	535	513	500	534	483	521
Statistical significance of the difference in Proportion of 15 year old students achieving level 3 or above									
	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Nature of the difference 2006-2012	•	•	•	•	↓	•	↓	•	•

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.

Source: ACER (2013) *PISA 2012: How Australia measures up - The PISA 2012 assessment of students' mathematical, scientific and reading literacy*, Melbourne.

TABLE 4A.174

Table 4A.174 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
At or above intermediate	68.2 ± 9.5	68.2 ± 6.5	58.1 ± 7.2	50.8 ± 7.8	58.9 ± 8.0	63.7 ± 13.6	70.6 ± 9.5	54.1 ± 11.8	63.8 ± 3.9
Advanced	6.7 ± 2.9	6.1 ± 2.5	2.5 ± 1.4	1.9 ± 1.2	2.5 ± 1.7	4.4 ± 2.7	10.9 ± 8.4	2.1 ± 2.7	5.0 ± 1.2
High	25.0 ± 4.8	23.2 ± 4.9	16.4 ± 4.5	13.5 ± 3.4	18.6 ± 4.7	22.1 ± 7.2	27.0 ± 7.1	20.8 ± 8.6	21.3 ± 2.2
Intermediate	36.6 ± 5.5	38.8 ± 3.7	39.2 ± 4.8	35.4 ± 5.9	37.8 ± 6.4	37.2 ± 6.2	32.7 ± 7.9	31.2 ± 8.6	37.5 ± 2.5
Low	22.9 ± 5.4	21.7 ± 4.2	26.7 ± 3.9	32.4 ± 4.6	26.0 ± 4.1	22.3 ± 5.4	22.3 ± 7.0	26.5 ± 7.1	24.5 ± 2.3
Below low	8.8 ± 5.2	10.2 ± 3.5	15.3 ± 5.1	16.8 ± 6.9	15.1 ± 7.0	14.1 ± 10.0	7.1 ± 3.8	19.4 ± 10.2	11.8 ± 2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	76.3 ± 6.0	78.9 ± 7.3	58.8 ± 6.7	58.4 ± 6.3	61.5 ± 9.4	68.1 ± 8.2	67.8 ± 9.0	58.8 ± 12.3	70.5 ± 3.3
Advanced	13.6 ± 3.9	10.3 ± 4.1	2.7 ± 1.8	5.0 ± 2.4	4.1 ± 3.3	7.0 ± 4.3	7.3 ± 5.3	2.7 ± 4.3	8.8 ± 1.6
High	30.4 ± 6.3	30.8 ± 8.0	17.9 ± 4.5	17.3 ± 6.1	21.5 ± 5.1	26.4 ± 4.3	25.6 ± 5.7	18.4 ± 6.3	26.1 ± 3.3
Intermediate	32.3 ± 4.5	37.7 ± 6.5	38.2 ± 6.3	36.1 ± 7.3	35.9 ± 5.5	34.7 ± 5.5	34.9 ± 10.0	37.7 ± 15.5	35.6 ± 2.4
Low	18.3 ± 5.1	16.1 ± 4.7	26.7 ± 3.7	29.8 ± 4.5	24.9 ± 6.7	21.5 ± 7.1	24.7 ± 6.7	25.3 ± 10.8	21.0 ± 2.4
Below low	5.4 ± 2.7	5.0 ± 4.1	14.5 ± 5.1	11.7 ± 4.3	13.6 ± 6.5	7.0 ± 4.3	7.5 ± 3.7	15.9 ± 7.4	8.5 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	73.8 ± 5.5	75.5 ± 4.6	64.3 ± 6.0	62.5 ± 6.2	65.2 ± 6.2	68.1 ± 6.9	81.4 ± 4.9	59.1 ± 12.7	70.2 ± 2.7
Advanced	12.2 ± 4.3	13.4 ± 4.7	5.0 ± 1.8	6.9 ± 3.1	6.3 ± 2.4	10.4 ± 4.7	14.4 ± 4.7	5.3 ± 3.5	9.8 ± 1.8
High	27.1 ± 4.1	28.0 ± 3.7	20.7 ± 5.1	24.4 ± 4.9	22.4 ± 4.7	26.8 ± 4.7	34.3 ± 4.7	19.6 ± 6.9	25.3 ± 2.0
Intermediate	34.6 ± 5.3	34.1 ± 3.5	38.6 ± 4.9	31.2 ± 4.7	36.4 ± 4.3	30.9 ± 5.5	32.7 ± 4.3	34.1 ± 8.0	35.0 ± 2.0
At or less than low	26.2 ± 5.5	24.5 ± 4.6	35.7 ± 6.0	37.5 ± 6.2	34.8 ± 6.2	31.9 ± 6.9	18.6 ± 4.9	40.9 ± 12.7	29.8 ± 2.7
Low	17.2 ± 4.1	17.7 ± 3.9	24.6 ± 3.9	23.0 ± 4.5	23.4 ± 4.3	22.1 ± 7.4	14.5 ± 3.9	26.2 ± 9.0	20.2 ± 1.8

TABLE 4A.174

Table 4A.174 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Below low	8.9 ± 3.1	6.8 ± 3.5	11.0 ± 4.1	14.6 ± 3.3	11.4 ± 3.7	9.7 ± 3.9	4.0 ± 2.0	14.7 ± 8.4	9.7 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Statistical significance of difference									
Mean scores									
TIMSS 2011	525	531	499	499	502	517	545	489	516
TIMSS 2007	534	532	485	493	493	510	513	484	516
TIMSS 2003	510	508	484	472	485	497	523	479	499
TIMSS 1995	496	507	484	483	485	486	527	491	495
Statistical significance of difference									
TIMSS 2007 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•
Proportion of students achieving at or above intermediate									
TIMSS 2011	73.8 ± 5.5	75.5 ± 4.6	64.3 ± 6.0	62.5 ± 6.2	65.2 ± 6.2	68.1 ± 6.9	81.4 ± 4.9	59.1 ± 12.7	70.2 ± 2.7
TIMSS 2007	76.3 ± 6.0	78.9 ± 7.3	58.8 ± 6.7	58.4 ± 6.3	61.5 ± 9.4	68.1 ± 8.2	67.8 ± 9.0	58.8 ± 12.3	70.5 ± 3.3
TIMSS 2003	68.2 ± 9.5	68.2 ± 6.5	58.1 ± 7.2	50.8 ± 7.8	58.9 ± 8.0	63.7 ± 13.6	70.6 ± 9.5	54.1 ± 11.8	63.8 ± 3.9

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2007 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. TIMSS 2011 involved a sample assessment of 6146 year 4 Australian school students from 280 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.

Table 4A.174 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.									
(d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER (2012) and unpublished: *Monitoring Australian Year 4 student achievement internationally*: TIMSS 2011, Melbourne. Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.175

Table 4A.175 **Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
At or above intermediate	74.9 ± 9.9	61.1 ± 8.0	59.2 ± 7.4	59.4 ± 7.9	61.9 ± 11.0	50.5 ± 12.2	68.3 ± 12.5	34.1 ± 13.8	64.9 ± 4.3
Advanced	13.0 ± 6.7	3.6 ± 2.0	3.4 ± 1.5	1.7 ± 1.6	6.4 ± 6.5	2.8 ± 2.8	2.3 ± 1.5	0.2 ± 0.3	6.6 ± 2.3
High	32.4 ± 8.4	17.0 ± 6.1	17.9 ± 3.8	17.0 ± 5.5	21.8 ± 6.6	15.4 ± 8.9	25.1 ± 12.3	4.4 ± 3.2	22.4 ± 3.4
Intermediate	29.5 ± 7.6	40.5 ± 4.3	37.9 ± 5.9	40.7 ± 4.5	33.8 ± 6.4	32.4 ± 6.1	40.8 ± 5.7	29.4 ± 12.9	35.9 ± 2.9
Low	16.2 ± 5.8	29.6 ± 7.0	27.8 ± 5.0	28.1 ± 5.7	27.3 ± 7.3	33.7 ± 6.6	25.2 ± 11.1	44.7 ± 6.9	24.6 ± 3.0
Below low	8.9 ± 6.9	9.3 ± 2.9	13.0 ± 4.8	12.5 ± 5.3	10.7 ± 6.3	15.7 ± 9.1	6.5 ± 2.4	21.3 ± 14.6	10.5 ± 2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	59.3 ± 9.0	64.6 ± 7.8	60.8 ± 5.7	57.6 ± 10.8	59.2 ± 8.0	56.6 ± 7.6	69.4 ± 20.4	57.4 ± 15.7	60.8 ± 3.7
Advanced	10.3 ± 6.1	5.0 ± 5.3	3.0 ± 1.0	1.8 ± 1.8	2.0 ± 1.6	2.8 ± 2.2	12.3 ± 12.7	1.1 ± 1.8	5.8 ± 2.5
High	17.2 ± 4.7	21.5 ± 6.5	16.8 ± 3.3	18.4 ± 6.5	16.0 ± 5.9	16.5 ± 3.5	21.8 ± 13.9	21.4 ± 14.9	18.3 ± 2.4
Intermediate	31.8 ± 6.9	38.1 ± 5.1	41.1 ± 5.7	37.5 ± 7.1	41.1 ± 5.5	37.4 ± 4.9	35.3 ± 19.2	35.0 ± 8.8	36.7 ± 2.6
Low	26.7 ± 4.9	27.9 ± 6.1	28.3 ± 3.7	28.2 ± 7.8	31.2 ± 5.5	29.6 ± 7.4	20.2 ± 10.0	26.8 ± 10.0	27.8 ± 2.5
Below low	14.0 ± 5.3	7.5 ± 3.7	10.9 ± 4.5	14.2 ± 4.9	9.6 ± 4.3	13.8 ± 6.7	10.4 ± 13.5	15.8 ± 8.6	11.5 ± 1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	66.8 ± 10.0	64.4 ± 7.3	58.7 ± 7.3	60.8 ± 9.9	58.2 ± 7.5	49.0 ± 7.4	74.4 ± 6.2	44.1 ± 14.7	62.9 ± 4.7
Advanced	13.3 ± 7.6	7.9 ± 5.7	6.0 ± 4.6	4.5 ± 4.6	3.1 ± 1.7	3.0 ± 1.8	14.5 ± 8.0	0.7 ± 1.5	8.7 ± 3.3
High	21.1 ± 7.3	18.9 ± 4.1	20.4 ± 5.5	19.5 ± 7.7	17.8 ± 5.3	15.4 ± 5.7	29.0 ± 5.9	12.1 ± 5.8	20.0 ± 3.4
Intermediate	32.3 ± 7.5	37.6 ± 6.6	32.4 ± 5.5	36.9 ± 7.1	37.4 ± 6.2	30.6 ± 6.2	30.9 ± 8.0	31.3 ± 10.5	34.3 ± 3.4
At or less than low	33.2 ± 10.0	35.6 ± 7.3	41.3 ± 7.3	39.2 ± 9.9	41.8 ± 7.5	51.0 ± 7.4	25.6 ± 6.2	55.9 ± 14.7	37.1 ± 4.7

TABLE 4A.175

Table 4A.175 **Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Low	23.7 ± 8.1	25.7 ± 4.7	29.3 ± 5.5	27.2 ± 8.3	29.1 ± 6.0	32.8 ± 6.3	17.8 ± 6.1	35.1 ± 5.8	26.2 ± 3.6
Below low	9.5 ± 3.7	9.9 ± 4.5	12.0 ± 3.8	11.9 ± 5.9	12.7 ± 4.4	18.2 ± 4.8	7.7 ± 2.7	20.9 ± 13.6	10.8 ± 2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Statistical significance of difference									
Mean scores									
TIMSS 2011	518	504	497	493	489	475	532	462	505
TIMSS 2007	500	503	491	485	490	485	518	483	496
TIMSS 2003	530	495	490	487	501	477	507	449	505
TIMSS 1995	512	500	506	527	513	496	528	470	509
Statistical significance of difference									
TIMSS 2007 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	↓	↓	•	•	•	•
Proportion of students achieving at or above intermediate									
TIMSS 2011	66.8 ± 10.0	64.4 ± 7.3	58.7 ± 7.3	60.8 ± 9.9	58.2 ± 7.5	49.0 ± 7.4	74.4 ± 6.2	44.1 ± 14.7	62.9 ± 4.7
TIMSS 2007	59.3 ± 9.0	64.6 ± 7.8	60.8 ± 5.7	57.6 ± 10.8	59.2 ± 8.0	56.6 ± 7.6	69.4 ± 20.4	57.4 ± 15.7	60.8 ± 3.7
TIMSS 2003	74.9 ± 9.9	61.1 ± 8.0	59.2 ± 7.4	59.4 ± 7.9	61.9 ± 11.0	50.5 ± 12.2	68.3 ± 12.5	34.1 ± 13.8	64.9 ± 4.3

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2007 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. TIMSS 2011 involved a sample assessment of 6146 year 4 Australian school students from 280 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

Table 4A.175 Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.									
(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.									
(d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER (2012) and unpublished: *Monitoring Australian Year 8 student achievement internationally: TIMSS 2011*, Melbourne. Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.176

Table 4A.176 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
At or above intermediate	76.1 ± 9.0	77.8 ± 5.8	70.1 ± 6.4	66.9 ± 6.7	72.6 ± 7.6	73.5 ± 10.4	83.0 ± 4.2	63.0 ± 13.6	74.2 ± 3.7
Advanced	10.1 ± 3.5	9.3 ± 2.9	6.7 ± 3.1	5.0 ± 2.1	7.1 ± 2.8	6.9 ± 3.1	14.9 ± 7.6	6.0 ± 4.8	8.5 ± 1.5
High	31.4 ± 5.4	31.4 ± 5.2	27.4 ± 5.6	23.4 ± 5.1	28.3 ± 6.1	29.7 ± 8.4	36.1 ± 7.1	27.6 ± 9.3	29.6 ± 2.6
Intermediate	34.7 ± 4.2	37.1 ± 3.6	36.1 ± 4.1	38.6 ± 5.0	37.1 ± 6.1	36.8 ± 4.7	32.0 ± 10.6	29.4 ± 7.2	36.1 ± 2.0
Low	16.1 ± 4.9	15.5 ± 4.4	21.0 ± 4.5	22.3 ± 4.2	16.9 ± 3.3	17.6 ± 5.5	12.6 ± 4.1	22.3 ± 8.2	17.5 ± 2.2
Below low	7.7 ± 5.1	6.7 ± 2.5	8.8 ± 2.8	10.8 ± 4.5	10.5 ± 5.5	8.9 ± 5.8	4.4 ± 2.2	14.6 ± 8.8	8.3 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	80.1 ± 5.7	84.7 ± 6.7	66.4 ± 6.9	67.2 ± 5.3	68.9 ± 10.0	76.3 ± 6.7	75.9 ± 8.8	64.5 ± 9.6	76.4 ± 3.1
Advanced	12.9 ± 3.5	12.7 ± 3.1	4.5 ± 2.2	7.6 ± 3.3	7.6 ± 3.1	14.0 ± 4.9	8.7 ± 8.0	5.8 ± 5.5	5.8 ± 2.5
High	33.0 ± 6.5	35.7 ± 9.0	24.0 ± 4.5	24.4 ± 5.5	27.4 ± 8.6	29.5 ± 6.5	30.0 ± 5.7	27.9 ± 7.8	18.3 ± 2.4
Intermediate	34.1 ± 5.7	36.3 ± 6.5	38.0 ± 5.5	35.2 ± 5.5	34.0 ± 7.1	32.8 ± 7.1	37.2 ± 11.6	30.9 ± 7.1	36.7 ± 2.7
Low	15.0 ± 4.9	11.4 ± 4.5	22.0 ± 5.5	24.7 ± 4.9	21.9 ± 6.7	17.2 ± 6.9	19.5 ± 6.5	22.2 ± 10.0	27.8 ± 2.5
Below low	5.0 ± 2.7	3.9 ± 3.3	11.6 ± 4.5	8.1 ± 4.3	9.2 ± 6.5	6.5 ± 2.9	4.6 ± 4.1	13.3 ± 6.3	11.5 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	73.9 ± 4.7	76.7 ± 3.8	66.0 ± 5.8	66.4 ± 5.6	67.6 ± 6.2	71.7 ± 5.9	83.3 ± 4.4	60.6 ± 12.6	71.6 ± 2.5
Advanced	8.9 ± 2.9	9.7 ± 3.9	4.0 ± 1.4	5.9 ± 3.1	4.6 ± 2.4	8.9 ± 4.9	13.3 ± 4.9	4.0 ± 2.7	7.4 ± 1.3
High	29.1 ± 3.9	31.4 ± 4.5	23.4 ± 4.7	25.9 ± 5.5	25.9 ± 5.7	28.2 ± 7.1	38.4 ± 6.1	23.1 ± 8.0	27.9 ± 2.3
Intermediate	35.9 ± 3.9	35.7 ± 5.1	38.6 ± 4.3	34.6 ± 5.3	37.1 ± 6.9	34.7 ± 6.5	31.6 ± 6.5	33.5 ± 6.5	36.3 ± 2.1

TABLE 4A.176

Table 4A.176 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
At or less than low	26.1 ± 4.7	23.3 ± 3.8	34.0 ± 5.8	33.6 ± 5.6	32.4 ± 6.2	28.3 ± 5.9	16.7 ± 4.4	39.4 ± 16.3	28.4 ± 2.5
Low	18.0 ± 3.7	16.8 ± 3.1	23.5 ± 3.9	20.6 ± 5.1	23.1 ± 5.1	19.9 ± 4.5	13.5 ± 3.9	24.5 ± 8.2	19.6 ± 1.9
Below low	8.1 ± 3.3	6.5 ± 1.6	10.4 ± 5.3	13.0 ± 3.7	9.3 ± 3.5	8.4 ± 3.7	3.2 ± 2.2	14.9 ± 8.6	8.8 ± 1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Statistical significance of difference									
Mean scores									
TIMSS 2011	522	529	501	502	506	518	547	491	516
TIMSS 2007	538	544	501	512	512	533	527	503	527
TIMSS 2003	526	528	513	502	515	517	547	503	521
TIMSS 1995	522	529	503	527	519	523	557	512	521
Statistical significance of difference									
TIMSS 2007 - 2011	↓	•	•	•	•	•	↑	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•
Proportion of students achieving at or above intermediate									
TIMSS 2011	73.9 ± 4.7	76.7 ± 3.8	66.0 ± 5.8	66.4 ± 5.6	67.6 ± 6.2	71.7 ± 5.9	83.3 ± 4.4	60.6 ± 12.6	71.6 ± 2.5
TIMSS 2007	80.1 ± 5.7	84.7 ± 6.7	66.4 ± 6.9	67.2 ± 5.3	68.9 ± 10.0	76.3 ± 6.7	75.9 ± 8.8	64.5 ± 9.6	76.4 ± 3.1
TIMSS 2003	76.1 ± 9.0	77.8 ± 5.8	70.1 ± 6.4	66.9 ± 6.7	72.6 ± 7.6	73.5 ± 10.4	83.0 ± 4.2	63.0 ± 13.6	74.2 ± 3.7

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

Table 4A.176 Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2007 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. TIMSS 2011 involved a sample assessment of 6146 year 4 Australian school students from 280 schools. For further information on TIMSS, see http://www.acer.edu.au/timss .									
(b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.									
(c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.									
(d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.									

Source: ACER (2012) and unpublished: *Monitoring Australian Year 4 student achievement internationally: TIMSS and PIRLS 2011*; Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.177

Table 4A.177 **Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003									
At or above intermediate	82.1 ± 8.5	73.8 ± 5.7	72.6 ± 5.8	76.1 ± 7.1	72.3 ± 10.0	66.0 ± 10.9	83.4 ± 6.3	54.9 ± 13.0	76.3 ± 3.5
Advanced	15.1 ± 5.9	4.6 ± 1.4	5.2 ± 1.9	5.4 ± 2.4	9.9 ± 6.4	5.0 ± 3.0	8.5 ± 4.8	2.6 ± 1.7	8.7 ± 2.1
High	38.2 ± 6.6	26.0 ± 4.7	27.7 ± 4.5	29.6 ± 5.9	28.9 ± 7.0	24.5 ± 8.1	35.4 ± 7.9	12.9 ± 6.2	31.0 ± 2.9
Intermediate	28.7 ± 5.8	43.1 ± 3.5	39.7 ± 4.5	41.0 ± 5.0	33.5 ± 6.2	36.5 ± 5.3	39.5 ± 6.1	39.3 ± 7.7	36.6 ± 2.4
Low	13.4 ± 4.9	21.0 ± 4.5	20.9 ± 3.6	18.2 ± 4.6	21.2 ± 6.9	24.1 ± 6.1	14.5 ± 5.8	32.9 ± 6.5	18.2 ± 2.3
Below low	4.6 ± 4.1	5.2 ± 1.8	6.5 ± 3.6	5.7 ± 3.5	6.6 ± 4.1	9.9 ± 6.8	2.2 ± 1.3	12.2 ± 9.5	5.5 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	69.5 ± 8.0	69.7 ± 6.9	71.3 ± 4.7	67.5 ± 8.6	71.3 ± 7.4	67.9 ± 8.2	77.1 ± 16.1	65.2 ± 14.7	69.9 ± 3.3
Advanced	13.8 ± 6.9	6.2 ± 5.1	5.5 ± 2.0	4.3 ± 3.1	3.9 ± 2.4	5.3 ± 3.9	16.3 ± 16.7	4.2 ± 3.5	8.3 ± 1.6
High	23.6 ± 4.3	24.7 ± 4.3	27.1 ± 4.9	26.8 ± 6.7	26.2 ± 6.5	25.3 ± 8.0	27.1 ± 11.6	24.5 ± 12.5	25.2 ± 2.0
Intermediate	32.1 ± 5.3	38.8 ± 5.7	38.6 ± 4.5	36.4 ± 7.3	41.1 ± 6.1	37.3 ± 6.1	33.7 ± 12.0	36.5 ± 10.2	36.4 ± 2.7
Low	20.7 ± 5.5	23.6 ± 6.3	21.1 ± 3.5	22.9 ± 5.5	23.7 ± 6.3	22.9 ± 6.5	16.4 ± 10.6	24.5 ± 12.2	22.0 ± 2.7
Below low	9.8 ± 3.9	6.7 ± 4.1	7.7 ± 3.1	9.7 ± 4.3	5.1 ± 2.7	9.2 ± 4.3	6.5 ± 8.4	10.3 ± 6.3	8.2 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	72.6 ± 8.3	69.5 ± 5.9	69.2 ± 5.7	70.8 ± 9.0	67.2 ± 4.9	60.0 ± 6.3	81.1 ± 4.4	55.9 ± 18.0	70.3 ± 3.9
Advanced	16.0 ± 7.8	7.4 ± 3.9	9.3 ± 5.5	7.4 ± 3.9	5.0 ± 2.3	5.5 ± 2.4	19.4 ± 9.6	2.5 ± 3.4	10.6 ± 3.2
High	25.0 ± 6.5	24.3 ± 4.8	24.5 ± 5.5	27.6 ± 6.1	24.1 ± 5.1	21.5 ± 7.1	33.8 ± 5.4	17.8 ± 7.0	24.8 ± 3.1
Intermediate	31.6 ± 6.6	37.9 ± 4.9	35.4 ± 5.9	35.8 ± 6.7	38.0 ± 5.0	33.0 ± 5.2	27.9 ± 8.2	35.6 ± 15.2	34.8 ± 2.9

TABLE 4A.177

Table 4A.177 Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
At or less than low	27.4 ± 8.3	30.5 ± 5.9	30.8 ± 5.7	29.2 ± 9.0	32.8 ± 4.9	40.0 ± 6.3	18.9 ± 4.4	44.1 ± 18.0	29.7 ± 3.9
Low	20.8 ± 7.2	22.7 ± 4.3	22.8 ± 4.8	20.0 ± 5.8	24.5 ± 3.9	27.2 ± 5.3	13.5 ± 3.4	26.9 ± 9.9	22.0 ± 3.1
Below low	6.5 ± 2.3	7.8 ± 4.2	7.9 ± 2.8	9.2 ± 5.5	8.4 ± 2.6	12.8 ± 3.8	5.5 ± 2.0	17.2 ± 11.2	7.7 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Statistical significance of difference									
Mean scores									
TIMSS 2011	532	513	516	514	506	496	551	481	519
TIMSS 2007	521	513	513	506	512	507	538	502	515
TIMSS 2003	547	516	516	520	524	504	538	482	527
TIMSS 1995	517	497	510	531	510	496	529	466	514
Statistical significance of difference									
TIMSS 2007 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•
Proportion of students achieving at or above intermediate									
TIMSS 2011	72.6 ± 8.3	69.5 ± 5.9	69.2 ± 5.7	70.8 ± 9.0	67.2 ± 4.9	60.0 ± 6.3	81.1 ± 4.4	55.9 ± 18.0	70.3 ± 3.9
TIMSS 2007	69.5 ± 8.0	69.7 ± 6.9	71.3 ± 4.7	67.5 ± 8.6	71.3 ± 7.4	67.9 ± 8.2	77.1 ± 16.1	65.2 ± 14.7	69.9 ± 3.3
TIMSS 2003	82.1 ± 8.5	73.8 ± 5.7	72.6 ± 5.8	76.1 ± 7.1	72.3 ± 10.0	66.0 ± 10.9	83.4 ± 6.3	54.9 ± 13.0	76.3 ± 3.5

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

Table 4A.177 Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2007 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. TIMSS 2011 involved a sample assessment of 6146 year 4 Australian school students from 280 schools. For further information on TIMSS, see http://www.acer.edu.au/timss .								
(b)	The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.								
(c)	The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.								
(d)	For 2011, estimates in italics have relative standard errors greater than 25 per cent.								

Source: ACER (2012) and unpublished: *Monitoring Australian Year 8 student achievement internationally: TIMSS 2011*, Melbourne. Trends in International Mathematics and Science Study (TIMSS).

Table 4A.178 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark (per cent); and mean scores in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

	<i>Proportion of achieving at or above the intermediate international benchmark</i>		<i>Mean scores</i>	
	<i>Mathematics achievement</i>	<i>Science achievement</i>	<i>Mathematics achievement</i>	<i>Science achievement</i>
Year 4				
All students	70.2 ± 2.7	71.6 ± 2.5	516 ± 5.7	516 ± 5.5
By sex				
Male students	71.6 ± 3.2	71.5 ± 3.1	519 ± 7.1	516 ± 7.3
Female students	69.4 ± 3.0	72.4 ± 3.0	513 ± 6.5	516 ± 6.1
By Indigenous status				
Aboriginal and Torres Strait Islander students	45.7 ± 8.4	46.9 ± 8.1	458 ± 15.3	458 ± 15.1
Non-Indigenous students (d)	72.7 ± 2.5	74.3 ± 2.3	522 ± 5.3	522 ± 5.1
By language background				
Speaks English at home	71.9 ± 2.5	74.3 ± 2.3	520 ± 5.1	522 ± 5.1
Language other than English spoken at home	65.8 ± 6.1	63.4 ± 5.6	507 ± 12.2	498 ± 11.0
By geographic location of school (e)				
Metropolitan	72.2 ± 2.8	73.3 ± 2.9	521 ± 6.3	520 ± 6.1
Provincial	65.6 ± 6.3	67.5 ± 4.9	505 ± 11.0	507 ± 11.6
Remote	49.3 ± 7.8	52.0 ± 12.5	457 ± 15.3	459 ± 17.1
Year 8				
All students	62.9 ± 4.7	70.3 ± 3.9	505 ± 10.0	519 ± 9.4
By sex				
Male students	64.4 ± 6.1	73.0 ± 4.4	509 ± 14.3	527 ± 11.6
Female students	61.8 ± 4.9	68.0 ± 4.7	500 ± 9.2	511 ± 8.8
By Indigenous status				
Aboriginal and Torres Strait Islander students	31.8 ± 6.3	42.2 ± 6.1	438 ± 9.4	459 ± 8.8
Non-Indigenous students (d)	65.1 ± 5.0	72.3 ± 4.0	509 ± 10.4	524 ± 9.8
By language background				
Speaks English at home	61.7 ± 5.1	71.3 ± 4.1	504 ± 9.8	521 ± 9.4
Language other than English spoken at home	69.1 ± 6.2	68.1 ± 5.7	521 ± 20.2	500 ± 18.0
By geographic location of school (e)				
Metropolitan	66.4 ± 5.2	71.9 ± 4.4	512 ± 11.4	523 ± 10.4
Provincial	54.5 ± 9.2	67.0 ± 7.5	487 ± 17.8	511 ± 16.9
Remote	40.3 ± 29.6	48.8 ± 32.1	448 ± 53.7	486 ± 63.7
By level of parental education				
Completed a University degree	86.2 ± 4.7	89.5 ± 3.7	569 ± 19.4	580 ± 16.3

Table 4A.178 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark (per cent); and mean scores in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

	<i>Proportion of achieving at or above the intermediate international benchmark</i>		<i>Mean scores</i>	
	<i>Mathematics achievement</i>	<i>Science achievement</i>	<i>Mathematics achievement</i>	<i>Science achievement</i>
Completed Post-Secondary education but not University	63.0 ± 6.2	73.7 ± 4.8	499 ± 9.6	521 ± 9.6
Completed Upper Secondary Education	54.8 ± 8.5	61.9 ± 7.2	480 ± 13.7	495 ± 12.2
Did not complete Upper Secondary Education	26.8 ± 9.0	32.7 ± 11.0	437 ± 18.8	446 ± 21.2

- (a) These data are from assessments conducted for TIMSS 2011, which involved a sample assessment of 6146 year 4 Australian school students from 280 schools and 7556 year 8 Australian school students from 275 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent, or a mean score of 400.0 ± 8.5) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
- (d) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (e) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

TABLE 4A.179

Table 4A.179 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
At or above intermediate	77.9 ± 4.0	80.5 ± 3.6	69.8 ± 5.5	71.4 ± 3.9	73.5 ± 4.2	73.0 ± 6.1	87.0 ± 3.8	66.9 ± 10.1	75.6 ± 2.0
Advanced	12.2 ± 3.4	12.5 ± 3.6	5.8 ± 1.9	7.8 ± 3.7	5.6 ± 2.5	11.5 ± 6.0	17.2 ± 5.4	7.4 ± 3.8	9.9 ± 1.3
High	33.0 ± 4.8	35.0 ± 3.8	28.9 ± 3.7	30.3 ± 5.3	29.8 ± 5.3	29.2 ± 5.5	39.4 ± 6.0	26.3 ± 7.4	32.0 ± 1.8
Intermediate	32.7 ± 4.6	33.0 ± 4.6	35.1 ± 5.2	33.2 ± 4.2	38.1 ± 3.2	32.3 ± 6.0	30.4 ± 6.6	33.1 ± 6.7	33.7 ± 1.9
At or less than low	22.1 ± 4.0	19.5 ± 3.6	30.2 ± 5.5	28.6 ± 3.9	26.5 ± 4.2	27.0 ± 6.1	13.0 ± 3.8	33.1 ± 10.1	24.4 ± 2.0
Low	16.4 ± 3.1	14.7 ± 2.8	20.5 ± 3.4	18.2 ± 3.5	19.2 ± 3.6	18.3 ± 5.8	10.8 ± 3.3	22.1 ± 7.2	17.3 ± 1.5
Below low	5.8 ± 1.9	4.8 ± 1.5	9.7 ± 3.8	10.4 ± 3.4	7.3 ± 2.5	8.7 ± 5.4	2.2 ± 1.6	11.0 ± 6.4	7.1 ± 1.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	535 ± 9.6	539 ± 7.8	511 ± 9.8	516 ± 8.8	518 ± 7.8	525 ± 14.7	558 ± 10.4	509 ± 20.2	527 ± 4.3

(a) The achievement percentages and mean scores reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2011). See section 2.6 of the statistical appendix for more information on confidence intervals.

Source: ACER (unpublished) Progress in International Reading Literacy Study (PIRLS).

Table 4A.180 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments by equity group, Australia (a)**

	<i>Proportion of achieving at or above the intermediate international benchmark</i>	<i>Mean score</i>
All students	75.6 ± 2.0	527 ± 4.3
By sex		
Male students	72.2 ± 2.6	519 ± 5.3
Female students	79.2 ± 2.4	536 ± 5.3
By Indigenous status		
Aboriginal and Torres Strait Islander students	51.7 ± 7.7	475 ± 10.8
Non-Indigenous students (b)	77.9 ± 1.8	532 ± 4.3
By geographic location of school (c)		
Metropolitan	77.6 ± 2.3	532 ± 5.1
Provincial	71.4 ± 3.9	518 ± 8.8
Remote	47.9 ± 7.4	462 ± 34.1

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2011). See section 2.6 of the statistical appendix for more information on confidence intervals.
- (b) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (c) The Education Council Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished) Progress in International Reading Literacy Study (PIRLS).

Table 4A.181 **Proportion of year 8 students achieving at various levels (per cent) and mean scores for 2013 IEA International Computer and Information Literacy Study assessment (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 4	5.5 ± 2.5	4.5 ± 1.8	<i>2.7 ± 1.8</i>	2.1 ± 1.0	4.3 ± 2.0	4.1 ± 1.8	3.6 ± 3.5	2.3 ± 3.1	4.1 ± 1.0
Level 3	30.9 ± 5.1	35.4 ± 4.3	23.7 ± 4.9	30.6 ± 3.7	32.4 ± 4.7	26.4 ± 4.7	33.6 ± 6.7	28.7 ± 6.1	30.4 ± 2.4
Level 2	40.8 ± 4.9	41.7 ± 3.5	42.8 ± 5.1	47.3 ± 3.9	42.2 ± 4.3	40.9 ± 6.9	43.3 ± 5.7	40.7 ± 7.4	42.3 ± 2.2
Level 1	18.0 ± 3.9	14.6 ± 3.3	22.1 ± 4.7	17.3 ± 2.9	16.5 ± 4.1	19.1 ± 4.9	15.6 ± 4.9	20.7 ± 6.9	17.9 ± 2.0
Below level 1	4.9 ± 1.8	3.8 ± 2.0	8.6 ± 3.7	2.7 ± 1.6	4.6 ± 2.5	9.6 ± 4.3	3.9 ± 3.1	7.7 ± 3.3	5.3 ± 1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	545.6 ± 9.0	552.9 ± 8.0	522.8 ± 11.6	543.5 ± 6.9	545.2 ± 9.4	529.2 ± 12.7	548.6 ± 11.0	530.8 ± 11.4	541.6 ± 4.5

- (a) The achievement percentages and mean scores reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the statistical appendix for more information on confidence intervals.
- (b) Estimates in italics have relative standard errors greater than 25 per cent.
- (c) Levels are categorised as: Below Level 1 (less than 407 score points); Level 1 (from 407 to 492 score points); Level 2 (from 492 to 576 score points); Level 3 (from 576 to 661 score points); Level 4 (661 score points and above).

Source: ACER 2013 (and unpublished) *ICILS 2013: Australian students' readiness for study, work and life in the digital age*; Melbourne.

Table 4A.182 **Mean scores of year 8 students for 2013 IEA International Computer and Information Literacy Study assessment, by equity group (a)**

	<i>Mean score</i>
All students	541.6 ± 4.5
By sex	
Male students	529.4 ± 5.5
Female students	553.5 ± 6.5
By Indigenous status	
Aboriginal and Torres Strait Islander students	479.8 ± 15.9
Non-Indigenous students (b)	545.9 ± 4.5
Geographically remote students	497.1 ± 40.0
By socioeconomic status (INSBI) (c)	
Highest quartile	580.2 ± 5.9
Third quartile	555.4 ± 5.7
Second quartile	534.1 ± 5.5
Lowest quartile	498.7 ± 7.1

- (a) The mean scores reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the statistical appendix for more information on confidence intervals.
- (b) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (c) The ICILS National Socioeconomic Background Index (INSBI) is a composite measure derived from the highest parental occupation, the highest parental education and the number of books in the home.

Source: ACER 2013 (and unpublished) *IEA International Computer and Information Literacy Study (ICILS) assessment*, Melbourne.

TABLE 4A.183

Table 4A.183 Proportion of children aged 6–15 years enrolled in school (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	37 640	7 460	37 214	19 157	7 037	4 236	1 001	13 189	128 942
Total 6–15 year old population (c)	no.	49 283	10 602	43 756	19 827	8 201	5 634	1 393	15 997	153 343
Proportion of 6–15 year old population enrolled in school	%	76.4	70.4	85.0	96.6	85.8	75.2	71.9	82.4	84.1
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	843 913	651 622	536 323	265 885	189 789	61 721	44 593	18 425	2 614 279
Total 6–15 year old population (c)	no.	837 550	644 560	526 745	265 988	188 027	60 267	40 940	17 627	2 583 459
Proportion of 6–15 year old population enrolled in school	%	100.8	101.1	101.8	100.0	100.9	102.4	108.9	104.5	101.2
All students										
Number of children aged 6–15 years enrolled in school (b)	no.	881 553	659 082	573 537	285 042	196 826	65 957	45 594	31 614	2 741 213
Total 6–15 year old population (c)	no.	886 833	655 162	570 501	285 815	196 228	65 901	42 333	33 624	2 736 802
Proportion of 6–15 year old population enrolled in school	%	99.4	100.6	100.5	99.7	100.3	100.1	107.7	94.0	100.2
2009										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	39 000	7 740	38 386	19 152	7 232	4 537	1 053	12 853	131 962
Total 6–15 year old population (c)	no.	49 451	10 686	44 419	20 005	8 307	5 601	1 340	16 081	154 561
Proportion of 6–15 year old population enrolled in school	%	78.9	72.4	86.4	95.7	87.1	81.0	78.6	79.9	85.4

TABLE 4A.183

Table 4A.183 **Proportion of children aged 6–15 years enrolled in school (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	841 550	653 940	541 098	269 193	188 742	60 797	44 789	18 674	2 620 792
Total 6–15 year old population (c)	no.	837 752	645 954	531 563	269 624	186 964	59 917	40 875	17 824	2 592 205
Proportion of 6–15 year old population enrolled in school	%	100.5	101.2	101.8	99.8	101.0	101.5	109.6	104.8	101.1
All students										
Number of children aged 6–15 years enrolled in school (b)	no.	880 550	661 680	579 484	288 345	195 974	65 334	45 842	31 527	2 750 745
Total 6–15 year old population (c)	no.	887 203	656 640	575 982	289 629	195 271	65 518	42 215	33 905	2 746 766
Proportion of 6–15 year old population enrolled in school	%	99.3	100.8	100.6	99.6	100.4	99.7	108.6	93.0	100.1
2010										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	40 858	8 245	39 353	18 998	7 490	4 572	1 114	13 360	136 000
Total 6–15 year old population (c)	no.	49 470	10 854	45 009	20 041	8 420	5 595	1 330	16 185	155 584
Proportion of 6–15 year old population enrolled in school	%	82.6	76.0	87.4	94.8	89.0	81.7	83.8	82.5	87.4
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	841 853	654 803	543 096	270 115	188 340	60 134	44 908	18 654	2 623 913
Total 6–15 year old population (c)	no.	838 920	647 395	535 087	271 885	186 625	59 407	40 824	17 658	2 599 518
Proportion of 6–15 year old population enrolled in school	%	100.3	101.1	101.5	99.3	100.9	101.2	110.0	105.6	100.9
All students										

TABLE 4A.183

Table 4A.183 **Proportion of children aged 6–15 years enrolled in school (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 6–15 years enrolled in school (b)	no.	882 711	663 048	582 449	289 113	195 830	64 706	46 022	32 014	2 757 903
Total 6–15 year old population (c)	no.	888 390	658 249	580 096	291 926	195 045	65 002	42 154	33 843	2 755 102
Proportion of 6–15 year old population enrolled in school	%	99.4	100.7	100.4	99.0	100.4	99.5	109.2	94.6	100.1
2011										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	42 680	8 720	40 502	19 282	7 709	4 572	1 102	13 469	140 047
Total 6–15 year old population (c)	no.	49 487	10 885	45 613	20 143	8 511	5 582	1 286	16 297	156 377
Proportion of 6–15 year old population enrolled in school	%	86.2	80.1	88.8	95.7	90.6	81.9	85.7	82.6	89.6
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	842 594	657 423	546 799	272 994	187 361	59 452	45 063	18 455	2 632 152
Total 6–15 year old population (c)	no.	841 398	650 257	540 476	275 924	185 793	58 894	41 064	17 335	2 612 934
Proportion of 6–15 year old population enrolled in school	%	100.1	101.1	101.2	98.9	100.8	100.9	109.7	106.5	100.7
All students										
Number of children aged 6–15 years enrolled in school (b)	no.	885 274	666 143	587 301	292 276	195 070	64 024	46 165	31 924	2 770 188
Total 6–15 year old population (c)	no.	890 885	661 142	586 089	296 067	194 304	64 476	42 350	33 632	2 769 311
Proportion of 6–15 year old population enrolled in school	%	99.4	100.8	100.2	98.7	100.4	99.3	109.0	94.9	100.0

2012**Aboriginal and Torres Strait Islander students**

TABLE 4A.183

Table 4A.183 Proportion of children aged 6–15 years enrolled in school (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 6–15 years enrolled in school (b)	no.	44 525	9 351	42 394	19 806	7 932	4 661	1 208	13 579	145 468
Total 6–15 year old population (c)	no.	49 620	10 992	46 017	20 393	8 655	5 660	1 287	16 443	157 740
Proportion of 6–15 year old population enrolled in school	%	89.7	85.1	92.1	97.1	91.6	82.3	93.9	82.6	92.2
Non-Indigenous students										
Number of children aged 6–15 years enrolled in school (b)	no.	846 231	663 669	557 306	279 880	187 650	58 568	46 150	18 841	2 660 307
Total 6–15 year old population (c)	no.	848 274	657 843	550 226	283 332	186 144	58 318	42 019	17 579	2 645 426
Proportion of 6–15 year old population enrolled in school	%	99.8	100.9	101.3	98.8	100.8	100.4	109.8	107.2	100.6
All students										
Number of children aged 6–15 years enrolled in school (b)	no.	890 756	673 020	599 700	299 686	195 582	63 229	47 358	32 420	2 803 763
Total 6–15 year old population (c)	no.	897 894	668 835	596 243	303 725	194 799	63 978	43 306	34 022	2 803 166
Proportion of 6–15 year old population enrolled in school	%	99.2	100.6	100.6	98.7	100.4	98.8	109.4	95.3	100.0
2013										
Aboriginal and Torres Strait Islander students										
Number of children aged 6–15 years enrolled in school (b)	no.	46 934	9 907	44 052	20 385	8 251	4 828	1 259	13 796	151 425
Total 6–15 year old population (c)	no.	49 868	11 072	46 351	20 591	8 651	5 672	1 262	16 550	158 679
Proportion of 6–15 year old population enrolled in school	%	94.1	89.5	95.0	99.0	95.4	85.1	99.8	83.4	95.4
Non-Indigenous students										

Table 4A.183 **Proportion of children aged 6–15 years enrolled in school (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 6–15 years enrolled in school (b)	no.	855 188	674 320	565 920	287 287	188 609	58 258	47 082	18 907	2 697 584
Total 6–15 year old population (c)	no.	855 664	666 507	558 957	290 986	186 628	58 014	42 674	17 886	2 679 003
Proportion of 6–15 year old population enrolled in school	%	99.9	101.2	101.2	98.7	101.1	100.4	110.3	105.7	100.7
All students										
Number of children aged 6–15 years enrolled in school (b)	no.	902 122	684 227	609 972	307 672	196 860	63 086	48 341	32 703	2 846 996
Total 6–15 year old population (c)	no.	905 532	677 579	605 308	311 577	195 279	63 686	43 936	34 436	2 837 682
Proportion of 6–15 year old population enrolled in school	%	99.6	101.0	100.8	98.7	100.8	99.1	110.0	95.0	100.3

(a) Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. Proportions that exceed 100 per cent may reflect disparities between the sources of data for students and the residential population, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction. In particular, enrolment rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT. As a result of the relative sizes of the populations this has a larger effect on the ACT rates than the NSW rates. This is referred to as cross-border enrolment.

(b) School data includes children enrolled full time or part time in 2008-2013. Data also include students who cross State and Territory boundaries to attend school. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other Territory' enrolments are excluded.

(c) Estimates for the total population are sourced from the most recently available ABS Population by Age and Sex, Cat. No. 3201.0 (June 2012) and from ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0. These data are based on the 2011 Census. Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census. The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

Source: ABS (2014) *Schools Australia*, 2013, Cat. no. 4221.0; ABS (2013) *Population by Age and Sex, Australian States and Territories, June 2013*, Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0;

Table 4A.184 School participation rates by age and sex of students, all schools, 2013 (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
14–19 year olds									
Male	62.6	66.9	57.7	54.6	67.8	66.0	73.7	50.8	62.2
Female	63.9	67.5	58.5	54.8	68.2	69.9	74.6	54.0	63.1
All students	63.2	67.2	58.1	54.7	68.0	67.9	74.1	52.3	62.7
14 year olds									
Male	99.0	102.0	100.7	99.0	101.5	100.2	114.9	92.5	100.4
Female	99.7	101.4	100.9	97.8	100.2	101.9	115.4	91.0	100.4
All students	99.3	101.7	100.8	98.4	100.9	101.0	115.1	91.8	100.4
15 year olds									
Male	98.7	99.8	98.0	97.8	101.9	98.3	112.3	83.3	98.9
Female	99.1	100.4	99.7	95.6	102.5	100.5	117.0	85.4	99.5
All students	98.9	100.1	98.8	96.7	102.2	99.4	114.6	84.3	99.2
16 year olds									
Male	90.0	94.2	89.5	84.3	99.7	91.6	110.9	71.5	91.1
Female	92.6	96.6	93.1	87.1	100.4	95.5	115.1	76.9	93.8
All students	91.3	95.3	91.3	85.7	100.0	93.5	112.9	74.1	92.4
17 year olds									
Male	73.4	81.9	56.3	46.7	83.2	74.3	98.3	48.1	69.7
Female	80.0	87.0	55.5	47.5	87.4	80.7	98.8	58.6	73.6
All students	76.6	84.4	55.9	47.1	85.3	77.4	98.6	52.9	71.6
18 year olds									
Male	19.4	30.5	6.2	5.0	23.2	32.4	29.3	13.2	18.5
Female	17.0	28.3	5.0	4.3	20.1	34.6	24.4	12.5	16.6
All students	18.3	29.5	5.6	4.7	21.7	33.5	26.9	12.9	17.6
19 year olds									
Male	1.3	2.4	0.9	1.3	4.9	3.1	1.6	1.9	1.8
Female	1.1	2.2	0.7	1.1	4.4	3.7	2.2	2.1	1.6
All students	1.2	2.3	0.8	1.2	4.7	3.4	1.9	2.0	1.7

(a) Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August 2012. Since 2010, the National Youth Participation Requirement specifies that requirements for participation in full time education, training or employment (section 4.1 of the School education chapter).

(b) Refer to figure 4.1 in the School education chapter for information on structures for schooling.

(c) Age at 1 July.

(d) Different school commencement ages across some state and territories may affect comparisons between jurisdictions.

(e) Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia 2012*.

Table 4A.185 School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust</i>
2004									
14–19 year olds	59.0	63.0	54.5	52.2	57.5	61.8	68.0	50.7	58.4
14 year olds	97.3	98.8	98.0	98.3	97.7	99.3	108.5	92.0	98.1
15 year olds	92.7	94.4	92.1	92.1	95.5	99.1	104.4	86.5	93.4
16 year olds	79.8	88.5	83.4	78.0	87.3	89.0	100.2	75.4	83.5
17 year olds	68.6	78.8	51.5	41.6	67.8	69.9	89.7	54.8	65.1
18 year olds	15.9	21.7	6.3	4.9	14.2	18.8	21.7	16.9	14.3
19 year olds	2.2	2.8	1.3	1.3	4.0	4.4	2.5	4.0	2.3
2005									
14–19 year olds	59.3	63.0	54.4	52.4	58.3	62.7	69.1	50.0	58.6
14 year olds	97.4	98.6	97.7	99.1	98.2	98.3	111.2	89.4	98.1
15 year olds	93.5	96.0	91.9	92.2	96.3	99.5	107.0	86.6	94.1
16 year olds	79.1	88.1	82.4	77.7	87.4	87.2	101.0	73.8	82.9
17 year olds	68.5	77.3	50.1	42.5	68.9	67.4	89.4	51.5	64.5
18 year olds	15.6	21.6	5.7	4.3	13.5	25.7	24.5	14.2	14.2
19 year olds	2.1	2.4	1.1	1.2	3.7	3.8	2.1	4.4	2.1
2006									
14–19 year olds	59.5	63.6	54.7	52.9	59.2	63.6	69.6	49.9	59.0
14 year olds	97.0	98.8	97.1	98.4	98.6	100.4	110.9	90.1	97.9
15 year olds	93.3	96.1	92.3	95.3	96.2	98.6	109.8	84.5	94.5
16 year olds	80.0	89.9	82.3	80.1	88.3	87.3	102.4	72.6	83.9
17 year olds	68.6	78.7	49.5	41.5	70.3	67.9	91.5	51.3	64.7
18 year olds	15.8	22.8	5.3	4.0	14.5	28.1	23.5	13.0	14.5
19 year olds	1.8	2.2	0.9	0.9	3.6	3.9	2.1	4.0	1.9
2007									
14–19 year olds	59.3	63.7	54.7	52.1	59.9	63.5	69.4	48.8	58.9
14 year olds	97.8	99.4	97.7	98.0	99.3	99.6	113.1	85.9	98.4
15 year olds	93.1	96.3	92.8	94.1	97.5	100.8	109.4	83.9	94.5
16 year olds	79.9	90.0	82.8	79.5	90.5	86.6	104.0	71.6	84.1
17 year olds	68.0	79.3	48.6	40.5	70.8	67.5	90.7	48.8	64.3
18 year olds	15.9	23.0	5.1	3.5	14.5	28.1	23.0	13.5	14.5
19 year olds	1.6	2.3	0.8	0.8	4.0	3.7	1.6	2.7	1.8
2008									
14–19 year olds	59.1	64.4	54.8	52.5	62.6	64.8	69.4	50.1	59.3
14 year olds	97.8	99.6	98.3	98.7	100.3	99.7	113.5	88.9	98.8
15 year olds	93.9	97.2	93.0	93.9	98.7	100.2	111.0	78.6	95.1
16 year olds	79.8	89.4	82.1	80.4	90.6	88.5	103.4	70.0	83.9
17 year olds	67.9	78.5	48.0	41.8	71.8	65.0	91.3	48.3	64.1
18 year olds	16.0	25.8	5.2	3.4	15.2	29.0	23.2	11.7	15.3
19 year olds	1.6	2.6	0.9	0.7	4.2	3.7	2.5	3.4	1.9

Table 4A.185 School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust</i>
2009									
14–19 year olds	58.6	64.1	55.0	52.8	63.9	65.5	71.1	49.0	59.2
14 year olds	97.3	99.3	98.2	98.0	99.5	99.6	112.5	89.0	98.4
15 year olds	93.7	97.7	93.9	94.1	99.9	99.6	111.3	81.1	95.4
16 year olds	81.3	90.9	84.5	80.9	95.5	89.1	106.8	65.5	85.6
17 year olds	68.6	78.4	49.9	43.6	74.8	70.6	92.7	48.5	65.1
18 year olds	15.7	26.0	5.1	4.6	16.3	28.9	24.5	10.5	15.4
19 year olds	1.7	2.7	0.9	1.3	4.4	4.0	2.2	2.2	2.0
2010									
14–19 year olds	62.0	66.2	57.3	53.8	66.0	67.9	68.6	49.5	61.5
14 year olds	99.2	100.4	100.6	98.5	100.4	99.6	112.7	87.1	99.9
15 year olds	97.2	99.5	97.1	94.9	100.9	100.9	112.3	81.0	97.9
16 year olds	86.9	93.5	88.7	83.3	99.7	92.8	107.1	68.6	89.6
17 year olds	73.3	82.1	53.6	45.1	79.5	72.9	89.2	48.1	68.8
18 year olds	17.4	28.2	5.8	4.6	17.9	34.3	23.1	11.8	16.8
19 year olds	1.6	2.6	1.0	1.4	4.6	5.1	2.2	1.9	2.0
2011									
14–19 year olds	62.8	66.8	57.5	54.0	66.4	70.9	69.8	51.4	62.2
14 year olds	98.9	101.3	100.2	98.9	101.1	100.5	115.5	90.0	100.1
15 year olds	98.2	99.4	97.3	94.1	100.5	100.9	111.3	83.3	98.1
16 year olds	88.7	93.5	88.8	83.3	98.4	94.2	108.2	70.1	90.2
17 year olds	74.7	82.9	54.1	45.8	81.8	79.1	94.6	50.3	70.0
18 year olds	17.8	28.4	5.7	4.7	18.9	38.9	23.6	12.1	17.1
19 year olds	1.5	2.7	0.9	1.4	4.6	8.5	2.1	2.4	2.1
2012									
14–19 year olds	62.9	66.9	57.8	54.2	67.8	71.0	72.7	51.7	62.4
14 year olds	99.7	101.3	101.2	99.4	101.6	98.9	114.8	90.7	100.6
15 year olds	97.9	99.9	97.4	94.8	101.5	99.9	114.9	84.4	98.4
16 year olds	90.0	94.3	89.8	83.6	99.2	95.0	108.8	71.0	91.1
17 year olds	74.8	83.3	54.6	46.1	84.5	81.3	97.7	51.7	70.5
18 year olds	18.0	28.8	5.6	4.4	21.1	41.0	27.8	11.7	17.5
19 year olds	1.3	2.3	0.9	1.3	4.7	8.2	2.4	2.0	1.9
2013									
14–19 year olds	63.2	67.2	58.1	54.7	68.0	67.9	74.1	52.3	62.7
14 year olds	99.3	101.7	100.8	98.4	100.9	101.0	115.1	91.8	100.4
15 year olds	98.9	100.1	98.8	96.7	102.2	99.4	114.6	84.3	99.2
16 year olds	91.3	95.3	91.3	85.7	100.0	93.5	112.9	74.1	92.4
17 year olds	76.6	84.4	55.9	47.1	85.3	77.4	98.6	52.9	71.6
18 year olds	18.3	29.5	5.6	4.7	21.7	33.5	26.9	12.9	17.6
19 year olds	1.2	2.3	0.8	1.2	4.7	3.4	1.9	2.0	1.7

Table 4A.185 School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (g)	<i>NT</i>	<i>Aust</i>
(a)	Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August. Since 2010, the National Youth Participation Requirement specifies the requirements for participation in full time education, training or employment (section 4.1 of the School education chapter).								
(b)	The estimated resident population (ERP) data from which the rates are derived are primarily based on population estimates from the five yearly population Censuses. ERP data for 2008 and 2009 are based on the 2006 Census. ERP data for 2010, 2011, 2012 and 2013 are based on the 2011 Census.								
(c)	Refer to figure 4.1 in the School education chapter for information on structures for schooling.								
(d)	Age at 1 July.								
(e)	Different school commencement ages across some state and territories may affect comparisons between jurisdictions.								
(f)	Data for WA have been affected by changes in scope and coverage over time.								
(g)	Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence.								

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

Table 4A.186 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2013 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d)	(e) <i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
All students (f)									
Government schools									
To year 10	102.0	104.3	103.3	105.5	105.5	100.4	106.5	84.6	103.2
To year 11	90.3	96.2	96.0	124.2	110.8	86.2	138.6	81.2	97.1
To year 12 (total)	72.7	80.4	80.2	82.1	87.4	69.8	104.4	56.5	78.3
To year 12 (male)	67.7	75.9	76.1	78.1	81.8	65.9	100.8	50.9	73.8
To year 12 (female)	77.9	85.2	84.7	86.7	93.5	74.1	108.2	62.9	83.2
All schools									
To year 10	101.0	101.9	102.0	102.2	103.8	99.4	101.5	84.2	101.5
To year 11	90.3	95.6	96.7	108.2	107.2	82.0	109.6	76.7	95.5
To year 12 (total)	76.7	83.7	85.2	82.2	90.6	68.7	91.6	55.8	81.6
To year 12 (male)	72.4	79.6	82.3	78.6	86.7	65.8	89.7	51.5	77.8
To year 12 (female)	81.2	88.0	88.2	86.0	94.7	71.7	93.5	60.8	85.6
Aboriginal and Torres Strait Islander students (e), (f)									
Government schools									
To year 10	103.7	101.9	97.4	85.7	99.6	102.0	97.7	66.8	95.4
To year 11	76.5	77.9	80.2	83.2	100.6	73.9	116.5	52.1	77.9
To year 12 (total)	45.4	49.8	56.5	43.9	75.6	53.9	65.2	33.7	49.7
To year 12 (male)	40.4	43.3	54.2	43.2	69.4	51.0	69.2	30.9	46.2
To year 12 (female)	50.4	56.0	58.8	44.6	81.9	57.5	60.0	36.9	53.3
All schools									
To year 10	105.6	104.3	100.4	89.8	98.1	102.6	100.9	74.9	98.1
To year 11	77.6	83.1	85.1	90.4	101.6	75.8	118.7	56.4	81.3
To year 12 (total)	49.5	55.1	65.3	49.5	76.9	54.7	68.5	36.1	55.1
To year 12 (male)	44.2	50.0	64.2	50.2	70.6	49.2	70.6	33.2	52.0
To year 12 (female)	54.9	60.0	66.4	48.7	83.5	61.8	65.8	39.5	58.2
Non-Indigenous students (f)									
Government schools									
To year 10	101.9	104.4	103.9	107.4	105.9	100.3	106.8	101.3	103.8
To year 11	91.2	96.6	97.5	128.2	111.3	87.3	139.4	105.8	98.4
To year 12 (total)	74.5	80.9	82.3	85.9	88.1	71.2	105.5	78.8	80.3
To year 12 (male)	69.5	76.5	78.0	81.4	82.5	67.3	101.8	70.9	75.6
To year 12 (female)	79.7	85.7	87.1	91.0	94.2	75.5	109.4	87.6	85.3
All schools									
To year 10	100.8	101.9	102.1	103.0	104.0	99.2	101.5	91.0	101.7
To year 11	90.9	95.7	97.5	109.4	107.4	82.5	109.3	89.8	96.2
To year 12 (total)	77.9	84.0	86.6	84.4	91.1	69.6	92.0	69.6	82.9
To year 12 (male)	73.6	80.0	83.6	80.5	87.3	67.1	90.2	64.4	79.1
To year 12 (female)	82.4	88.3	89.7	88.5	95.1	72.3	94.0	75.5	86.9

Table 4A.186 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2013 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	(d)	(e)	<i>ACT</i>	(e)	<i>NT</i>	<i>Aust</i>
(a)	The apparent retention rate is the percentage of full time students who continued to years 10, 11 and 12 from respective cohort groups at the commencement of their secondary schooling.											
(b)	Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.											
(c)	Ungraded students are not included in the calculation of apparent retention rates.											
(d)	The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for Tasmania.											
(e)	The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by sex and school sectors.											
(f)	Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.											

Source: ABS 2014, *Schools Australia 2013*, Cat. no. 4221.0, Canberra.

Table 4A.187 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Full time secondary students									
Government schools	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
Non-government schools	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
All schools	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
Full time and part time secondary students									
Government schools	71.1	80.5	74.7	67.7	85.0	102.2	100.8	84.4	76.1
Non-government schools	81.7	90.4	91.4	82.4	91.0	69.3	75.6	54.8	86.0
All schools	75.0	84.4	80.6	73.1	87.2	92.4	89.3	75.5	79.8
2006									
Full time secondary students									
Government schools	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
Non-government schools	80.9	91.5	90.2	80.1	86.6	66.5	74.6	42.4	85.0
All schools	73.0	82.1	78.6	71.4	72.7	65.0	88.9	68.0	76.2
Full time and part time secondary students									
Government schools	70.7	79.0	74.1	68.2	84.5	94.3	101.2	87.8	75.4
Non-government schools	81.2	91.7	89.6	80.1	91.4	66.4	75.0	42.9	85.4
All schools	74.6	84.0	79.5	72.7	87.0	85.8	89.2	74.7	79.2
2007									
Full time secondary students									
Government schools	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
Non-government schools	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
All schools	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
Full time and part time secondary students									
Government schools	70.1	78.9	73.7	65.2	85.0	91.0	96.7	79.8	74.5
Non-government schools	80.4	90.1	90.4	78.9	91.3	69.0	73.6	47.2	84.8
All schools	74.0	83.4	79.5	70.5	87.4	84.4	86.2	69.3	78.4
2008									
Full time secondary students									
Government schools	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
Non-government schools	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
All schools	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
Full time and part time secondary students									
Government schools	70.1	76.8	71.6	68.5	86.0	84.8	96.6	75.7	73.9
Non-government schools	80.3	90.8	90.3	79.6	93.6	72.0	74.8	53.9	85.2
All schools	74.0	82.5	78.2	72.8	88.9	80.8	86.5	68.9	78.2
2009									
Full time secondary students									
Government schools	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
Non-government schools	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2

Table 4A.187 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
Full time and part time secondary students									
Government schools	71.0	78.7	73.8	69.9	88.4	91.9	100.4	66.6	75.6
Non-government schools	81.4	89.6	90.3	81.9	96.1	68.3	75.9	52.8	85.8
All schools	74.9	83.2	79.7	74.7	91.4	84.5	88.8	62.4	79.5
2010									
Full time secondary students									
Government schools	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
Non-government schools	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
All schools	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
Full time and part time secondary students									
Government schools	73.0	80.0	77.0	74.0	92.0	107.0	108.0	67.0	78.0
Non-government schools	81.0	90.0	92.0	83.0	94.0	66.0	74.0	49.0	86.0
All schools	76.0	84.0	82.0	77.0	93.0	94.0	92.0	61.0	81.0
2011									
Full time secondary students									
Government schools	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
Non-government schools	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
All schools	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
Full time and part time secondary students									
Government schools	75.1	79.4	76.5	74.5	91.2	100.7	103.6	66.4	78.5
Non-government schools	82.9	89.3	94.5	82.4	93.7	69.1	77.5	53.5	87.0
All schools	78.1	83.5	82.9	77.8	92.2	90.5	90.8	62.6	81.8
2012									
Full time secondary students									
Government schools	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8
Non-government schools	83.5	89.1	91.9	81.7	92.6	67.3	76.4	49.7	86.4
All schools	75.5	81.2	82.2	77.8	86.3	67.1	89.3	62.1	79.3
Full time and part time secondary students									
Government schools	73.0	77.9	78.5	77.2	92.4	93.8	101.9	69.4	78.2
Non-government schools	83.5	89.3	92.1	81.7	94.5	67.3	76.4	50.2	86.6
All schools	76.9	82.5	83.5	79.1	93.2	85.4	90.0	63.1	81.4
2013									
Full time secondary students									
Government schools	71.1	78.9	78.7	79.3	83.8	68.4	102.7	67.0	76.7
Non-government schools	83.7	89.1	93.1	83.2	93.9	66.7	77.6	55.7	87.0
All schools	75.8	83.1	84.0	81.0	87.8	67.8	90.4	62.9	80.7
Full time and part time secondary students									
Government schools	73.4	81.6	81.1	80.6	92.3	81.6	104.8	65.9	79.7
Non-government schools	83.6	89.3	93.4	83.3	95.2	66.8	77.6	56.4	87.1

Table 4A.187 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All schools	77.3	84.8	85.6	81.7	93.4	76.9	91.5	62.6	82.6

- (a) The apparent rate is the percentage of full time students who continued to year 12 from respective cohort groups in year 10.
- (b) Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.
- (c) Ungraded students are not included in the calculation of apparent retention rates.
- (d) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for Tasmania.
- (e) Inclusion of part time students in the calculation of apparent retention rates increases the apparent retention rates in Tasmania due to a significant number of part-time adult learners and other students recorded as year 12 that were not part of the original year 10 cohort two years prior.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

Table 4A.188 Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2004	96.6	97.3	100.3	100.5	98.2	99.6	99.8	85.9	98.1
2005	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
2006	96.4	98.2	100.7	102.0	100.1	99.9	98.6	90.4	98.6
2007	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
2008	97.3	98.8	101.8	102.3	101.6	100.4	98.9	86.3	99.4
2009	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8
2010	99.3	101.2	101.8	102.2	102.9	100.7	100.5	89.4	100.8
2011	101.1	100.7	101.4	101.5	103.2	101.3	101.3	88.7	101.1
2012	100.8	101.3	101.4	104.0	103.5	98.6	102.5	87.4	101.3
2013	101.0	101.9	102.0	102.2	103.8	99.4	101.5	84.2	101.5
Aboriginal and Torres Strait Islander students									
2004	81.2	81.1	90.2	90.2	81.9	107.0	98.5	68.9	85.8
2005	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
2006	83.7	91.1	96.9	96.6	82.0	100.7	88.9	89.4	91.3
2007	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
2008	85.1	81.7	97.3	94.5	95.6	103.5	78.4	71.9	89.8
2009	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9
2010	98.0	90.7	99.6	90.7	99.2	110.8	96.4	81.0	95.8
2011	106.1	95.0	97.5	92.4	102.0	115.2	106.7	83.3	98.7
2012	106.6	100.2	97.9	90.9	101.1	101.1	96.3	75.9	98.4
2013	105.6	104.3	100.4	89.8	98.1	102.6	100.9	74.9	98.1
Non-Indigenous students									
2004	97.1	97.5	100.9	101.2	98.7	99.1	99.8	93.1	98.5
2005	96.8	98.1	100.4	101.6	99.5	100.0	99.1	95.5	98.6
2006	96.8	98.3	100.9	102.4	100.6	99.8	98.8	90.9	98.9
2007	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
2008	97.8	99.0	102.1	102.9	101.8	100.1	99.3	96.3	99.9
2009	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1
2010	99.4	101.3	102.0	103.0	103.0	100.0	100.6	95.2	101.0
2011	100.9	100.8	101.6	102.2	103.2	100.3	101.2	92.5	101.3
2012	100.5	101.3	101.7	104.8	103.6	98.5	102.6	94.8	101.4
2013	100.8	101.9	102.1	103.0	104.0	99.2	101.5	91.0	101.7
Year 7 or 8 to year 12									
All students									
2004	71.1	81.1	81.2	72.6	68.0	76.4	88.5	59.0	75.7
2005	71.1	80.6	79.9	72.5	70.7	67.1	87.5	59.1	75.3
2006	70.5	79.9	78.8	71.8	71.5	64.8	88.7	58.4	74.7
2007	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3

Table 4A.188 Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6
2009	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0
2010	72.5	81.1	82.5	78.3	81.9	71.0	90.8	53.0	78.0
2011	74.6	82.0	83.0	78.4	86.3	69.8	89.4	55.3	79.3
2012	75.0	82.2	83.7	79.5	88.8	67.6	89.8	55.6	79.9
2013	76.7	83.7	85.2	82.2	90.6	68.7	91.6	55.8	81.6
Aboriginal and Torres Strait Islander students									
2004	31.7	36.5	56.7	27.0	34.1	59.0	88.3	30.2	39.8
2005	31.1	41.4	54.1	28.8	33.3	47.8	60.3	37.9	39.5
2006	30.6	38.4	54.3	31.3	37.5	40.1	59.1	40.5	40.1
2007	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9
2008	36.1	46.4	61.3	42.7	48.2	36.7	53.1	49.7	47.2
2009	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4
2010	38.6	41.8	62.3	42.9	62.1	43.4	58.8	29.8	47.2
2011	42.9	46.9	60.5	40.3	68.4	44.7	76.3	32.9	48.7
2012	47.2	51.1	62.1	41.2	69.4	45.7	63.1	32.7	51.1
2013	49.5	55.1	65.3	49.5	76.9	54.7	68.5	36.1	55.1
Non-Indigenous students									
2004	72.3	81.4	82.4	75.1	69.0	77.3	88.5	69.3	76.9
2005	72.3	80.9	81.3	75.1	71.8	68.2	87.9	66.7	76.6
2006	71.8	80.2	80.2	74.2	72.4	66.3	89.2	66.0	76.0
2007	70.9	80.4	79.8	72.9	73.6	66.7	85.6	68.3	75.6
2008	70.8	79.7	79.1	75.8	75.2	66.8	85.8	64.8	75.6
2009	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3
2010	73.9	81.5	83.8	80.7	82.6	73.0	91.4	69.3	79.4
2011	75.9	82.4	84.5	81.0	86.9	71.6	89.6	71.0	80.7
2012	76.2	82.5	85.2	82.1	89.5	69.2	90.4	71.5	81.3
2013	77.9	84.0	86.6	84.4	91.1	69.6	92.0	69.6	82.9
Year 10 to year 12									
All students									
2004	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.2
2005	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
2006	73.0	82.1	78.6	71.4	72.7	65.0	88.9	68.0	76.2
2007	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
2008	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
2009	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
2010	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
2011	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
2012	75.5	81.2	82.2	77.8	86.3	67.1	89.3	62.1	79.3
2013	75.8	83.1	84.0	81.0	87.8	67.8	90.4	62.9	80.7

Table 4A.188 Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
2004	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	46.0
2005	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3
2006	37.7	47.4	60.2	34.6	45.7	37.5	60.0	58.8	46.8
2007	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
2008	43.1	50.9	63.3	44.2	58.8	36.4	59.7	55.6	51.7
2009	43.7	49.1	60.6	41.3	63.9	39.8	67.9	42.2	50.1
2010	45.3	51.2	64.0	45.4	64.9	41.9	75.0	41.4	52.5
2011	49.0	58.3	61.8	44.2	69.8	41.6	78.4	43.8	53.5
2012	48.1	56.3	62.4	45.4	70.0	41.2	65.4	40.3	53.3
2013	46.7	58.0	67.0	53.5	75.4	47.5	64.2	43.4	55.8
Non-Indigenous students									
2004	74.1	83.2	81.8	74.5	72.2	77.5	88.6	81.9	78.1
2005	74.1	82.4	80.3	74.5	72.8	69.2	88.4	71.2	77.5
2006	73.9	82.3	79.5	73.4	73.4	66.9	89.3	70.9	77.1
2007	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6
2008	73.1	81.1	78.4	74.1	74.7	67.0	86.8	71.3	76.5
2009	74.5	81.4	79.8	75.5	77.9	65.7	89.2	72.4	77.7
2010	75.5	82.3	82.0	78.4	81.1	72.9	92.1	71.9	79.5
2011	77.7	82.2	83.1	78.4	84.3	72.2	90.2	73.1	80.6
2012	76.6	81.5	83.6	79.7	86.9	69.2	89.8	75.1	80.4
2013	77.2	83.4	85.2	82.6	88.3	69.4	90.9	75.3	81.9

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are not included in the figures for 'Non-Indigenous students'. However, these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for Tasmania.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

Table 4A.189 Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2004	95.4	95.7	99.2	98.7	95.8	98.0	102.1	91.5	96.8
2005	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
2006	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
2007	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
2008	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
2009	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6
2010	99.8	101.9	102.4	102.7	102.4	101.0	104.0	91.1	101.3
2011	102.3	101.9	101.9	103.6	104.2	102.2	101.6	84.4	102.1
2012	102.1	103.4	102.8	110.2	104.9	98.8	104.6	89.0	103.1
2013	102.0	104.3	103.3	105.5	105.5	100.4	106.5	84.6	103.2
Aboriginal and Torres Strait Islander students									
2004	79.9	78.0	87.2	86.9	79.7	104.1	108.2	85.7	84.8
2005	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
2006	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
2007	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
2008	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
2009	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5
2010	95.2	86.0	96.5	86.7	98.6	114.5	104.1	73.2	92.8
2011	104.5	85.5	94.2	90.9	102.9	118.8	101.4	66.2	95.0
2012	106.3	93.8	96.9	85.7	100.8	100.8	94.9	67.2	96.5
2013	103.7	101.9	97.4	85.7	99.6	102.0	97.7	66.8	95.4
Non-Indigenous students									
2004	96.1	95.9	100.1	99.6	96.4	97.5	102.0	94.1	97.4
2005	96.0	97.2	99.0	100.1	97.9	99.3	100.0	96.8	97.6
2006	96.3	97.0	99.7	101.7	98.8	99.2	99.7	93.7	98.0
2007	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
2008	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
2009	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3
2010	100.1	102.2	103.0	104.3	102.6	99.8	104.0	105.9	101.9
2011	102.2	102.2	102.6	104.8	104.3	100.7	101.7	102.2	102.6
2012	101.8	103.6	103.4	112.5	105.1	98.6	105.0	107.6	103.5
2013	101.9	104.4	103.9	107.4	105.9	100.3	106.8	101.3	103.8
Year 7 or 8 to year 12									
All students									
2004	65.8	74.4	75.3	65.9	58.0	76.0	100.5	72.0	69.9
2005	65.8	74.0	73.0	65.4	61.7	65.5	99.6	70.5	69.4
2006	65.1	72.6	71.6	65.1	61.9	63.2	103.2	72.3	68.5
2007	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3

Table 4A.189 Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
2009	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1
2010	68.4	74.7	75.8	73.5	75.2	72.9	107.2	60.0	73.1
2011	70.5	76.6	76.4	74.8	81.3	69.6	100.6	63.7	74.7
2012	70.5	77.2	78.5	77.1	84.2	67.8	104.7	62.1	75.8
2013	72.7	80.4	80.2	82.1	87.4	69.8	104.4	56.5	78.3
Aboriginal and Torres Strait Islander students									
2004	29.9	33.8	51.3	23.7	31.4	60.2	106.7	41.7	37.3
2005	29.4	37.8	50.1	24.3	31.3	46.0	68.6	47.5	36.9
2006	28.7	35.1	50.0	28.5	34.3	38.9	71.4	48.1	37.5
2007	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1
2008	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
2009	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9
2010	35.1	39.0	54.4	39.3	59.7	42.8	65.8	33.6	43.4
2011	39.2	44.8	52.2	36.7	64.2	42.2	81.4	36.8	44.6
2012	43.0	44.9	54.9	34.6	67.4	44.4	78.4	35.3	46.6
2013	45.4	49.8	56.5	43.9	75.6	53.9	65.2	33.7	49.7
Non-Indigenous students									
2004	67.3	74.9	76.7	69.0	59.0	77.1	100.4	80.9	71.3
2005	67.4	74.4	74.6	68.7	62.8	67.0	100.2	77.6	70.9
2006	66.8	73.0	73.2	68.1	63.0	65.2	103.8	83.2	70.1
2007	66.2	74.3	72.6	66.4	65.0	64.8	97.4	81.3	69.9
2008	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
2009	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8
2010	70.4	75.2	77.6	76.8	76.0	75.7	108.4	81.4	74.9
2011	72.2	77.1	78.5	78.6	82.1	72.2	101.0	86.5	76.6
2012	72.2	77.7	80.6	81.3	85.1	69.8	105.5	84.4	77.7
2013	74.5	80.9	82.3	85.9	88.1	71.2	105.5	78.8	80.3
Year 10 to year 12									
All students									
2004	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.2
2005	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
2006	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
2007	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
2008	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
2009	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
2010	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
2011	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
2012	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8
2013	71.1	78.9	78.7	79.3	83.8	68.4	102.7	67.0	76.7

Table 4A.189 Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
2004	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	44.0
2005	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3
2006	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3
2007	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
2008	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
2009	41.1	46.7	56.3	39.0	58.4	40.3	84.9	44.8	47.5
2010	43.1	50.9	58.1	41.6	62.3	41.5	94.1	48.0	49.7
2011	46.7	55.8	55.4	40.6	68.8	40.0	88.9	48.9	50.4
2012	45.2	52.2	56.9	39.9	68.4	38.8	75.3	48.2	50.2
2013	43.4	58.2	60.0	48.3	73.4	45.3	64.3	50.9	52.3
Non-Indigenous students									
2004	69.8	77.5	76.0	69.2	63.6	77.9	101.1	99.8	73.2
2005	69.7	77.2	73.8	69.3	65.3	69.1	100.1	82.3	72.5
2006	69.5	76.1	73.1	68.4	65.3	66.9	101.8	88.4	72.0
2007	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6
2008	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
2009	70.2	75.8	73.7	70.5	69.4	64.2	100.7	81.8	72.7
2010	72.2	77.1	76.2	74.8	75.3	76.0	108.8	78.4	75.4
2011	74.3	77.3	76.4	75.0	79.7	73.5	102.3	77.2	76.4
2012	72.2	76.1	78.3	77.9	82.9	70.0	101.5	79.7	76.2
2013	72.9	79.2	80.2	82.0	84.4	70.7	103.8	77.2	78.2

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are not included in the figures for 'Non-Indigenous students'. However, these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for Tasmania.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

Table 4A.190 Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2004	98.6	99.9	102.4	103.7	102.7	103.3	97.3	75.1	100.4
2005	98.2	99.5	102.6	104.1	102.3	102.0	98.2	99.9	100.4
2006	97.8	100.3	102.9	103.8	103.5	101.3	97.8	90.1	100.5
2007	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
2008	98.5	101.0	102.9	102.8	103.0	101.5	98.9	81.7	100.7
2009	98.5	100.9	100.3	101.2	103.4	101.6	100.1	75.1	100.0
2010	98.6	100.2	100.8	101.5	103.6	100.0	96.9	86.1	100.0
2011	99.2	99.1	100.5	98.9	101.6	99.5	101.0	97.7	99.6
2012	98.7	98.4	99.2	97.3	101.5	98.4	100.3	84.1	98.7
2013	99.5	98.8	100.0	98.0	101.2	97.4	96.6	83.6	99.1
Aboriginal and Torres Strait Islander students									
2004	94.5	118.4	102.9	106.9	104.0	141.9	70.6	31.8	92.0
2005	104.6	117.3	97.2	113.4	91.4	125.0	105.9	123.8	106.2
2006	117.9	140.7	103.5	119.1	96.8	108.2	93.3	104.9	110.5
2007	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3
2008	116.3	119.8	113.1	95.2	95.1	106.6	104.2	76.8	103.6
2009	113.8	81.0	115.1	94.4	135.3	122.4	117.6	74.2	103.4
2010	118.7	127.7	112.3	111.8	104.1	92.4	81.1	102.1	110.9
2011	117.1	165.1	111.4	99.1	95.7	97.2	125.0	157.5	117.2
2012	108.3	135.2	101.8	108.0	104.0	103.2	100.0	109.2	107.0
2013	116.4	115.7	112.6	108.1	89.7	106.2	112.5	100.6	110.2
Non-Indigenous students									
2004	98.7	99.9	102.4	103.7	102.6	102.7	97.5	91.2	100.5
2005	98.2	99.5	102.7	103.9	102.3	101.5	98.1	93.1	100.3
2006	97.6	100.2	102.9	103.4	103.6	101.1	97.8	86.1	100.3
2007	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
2008	98.4	101.0	102.6	103.0	103.1	101.3	98.8	84.3	100.7
2009	98.3	101.0	99.8	101.4	103.1	101.1	100.0	75.5	99.9
2010	98.3	100.1	100.4	101.2	103.5	100.3	97.1	78.4	99.8
2011	98.9	98.9	100.1	98.9	101.7	99.6	100.8	79.1	99.3
2012	98.6	98.2	99.1	97.0	101.4	98.2	100.3	75.6	98.6
2013	99.1	98.7	99.5	97.7	101.4	97.1	96.4	76.6	98.8
Year 7 or 8 to year 12									
All students									
2004	81.0	91.9	92.2	84.9	88.4	77.3	73.1	33.1	86.3
2005	80.6	91.0	92.5	85.2	88.4	70.9	73.3	39.0	85.8
2006	79.8	91.4	92.3	83.1	88.9	68.7	72.6	31.8	85.3
2007	78.6	89.5	92.5	82.1	88.0	70.4	71.7	44.7	84.4

Table 4A.190 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0
2009	79.5	90.6	91.9	83.7	93.7	69.6	73.3	41.7	85.5
2010	79.4	90.6	94.3	85.3	92.7	66.9	73.1	39.5	86.0
2011	81.5	90.0	94.6	83.4	94.2	70.2	77.7	40.1	86.7
2012	82.3	89.3	92.7	82.9	95.9	67.3	74.0	42.8	86.4
2013	83.0	88.3	93.6	82.3	95.4	66.3	78.3	54.4	86.6
Aboriginal and Torres Strait Islander students									
2004	51.2	65.7	79.5	46.2	60.0	50.0	33.3	14.4	53.3
2005	47.3	70.0	74.2	53.8	51.9	60.5	35.3	25.3	53.9
2006	50.0	78.9	72.6	45.6	68.0	54.8	23.5	23.6	55.0
2007	62.6	92.3	75.4	49.3	70.7	52.5	41.2	48.3	64.2
2008	72.4	94.4	87.9	56.2	85.7	51.0	86.7	59.0	74.3
2009	68.8	97.9	81.2	50.0	100.0	39.5	63.2	28.1	64.4
2010	68.0	63.0	97.0	61.9	85.2	47.5	37.5	20.3	67.5
2011	70.3	57.8	99.1	58.2	101.5	65.3	58.8	22.5	69.9
2012	77.0	100.0	91.9	75.8	86.5	51.9	32.4	25.5	73.3
2013	78.1	94.2	101.8	74.0	85.9	59.2	80.0	46.7	82.6
Non-Indigenous students									
2004	81.2	91.9	92.6	85.7	88.6	77.8	73.4	42.4	86.7
2005	80.9	91.0	92.9	86.0	88.7	71.1	73.6	45.3	86.3
2006	80.0	91.4	92.9	84.0	89.0	68.9	72.9	34.9	85.8
2007	78.7	89.5	93.0	83.0	88.1	70.8	71.9	43.7	84.8
2008	78.2	90.9	92.9	83.2	90.8	73.2	72.9	40.4	85.2
2009	79.6	90.6	92.2	84.7	93.6	70.3	73.4	47.7	85.9
2010	79.5	90.7	94.2	85.9	92.7	67.4	73.4	49.6	86.3
2011	81.7	90.1	94.4	84.0	94.1	70.3	77.8	48.4	87.0
2012	82.4	89.3	92.7	83.1	96.0	67.8	74.7	51.1	86.6
2013	83.1	88.3	93.3	82.5	95.5	66.6	78.3	56.8	86.7
Year 10 to year 12									
All students									
2004	81.3	91.9	91.5	82.4	87.7	75.9	72.6	43.1	86.1
2005	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
2006	80.9	91.5	90.2	80.1	86.6	66.5	74.6	42.4	85.0
2007	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
2008	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
2009	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
2010	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
2011	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
2012	83.5	89.1	91.9	81.7	92.6	67.3	76.4	49.7	86.4
2013	83.7	89.1	93.1	83.2	93.9	66.7	77.6	55.7	87.0

Table 4A.190 Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander students									
2004	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	55.5
2005	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1
2006	52.9	66.7	70.5	42.6	65.4	38.6	33.3	74.3	59.8
2007	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
2008	61.4	67.1	84.9	47.2	88.5	47.2	92.9	56.3	67.2
2009	59.9	62.7	78.0	52.2	107.6	35.4	38.7	35.2	63.0
2010	58.5	52.6	85.8	65.1	89.7	44.6	36.0	26.4	65.2
2011	61.8	71.3	86.0	61.7	75.0	53.3	50.0	30.3	67.6
2012	64.9	78.3	81.8	67.8	83.1	56.2	40.0	25.0	66.1
2013	66.7	57.0	91.3	74.6	89.8	60.9	64.0	29.6	70.5
Non-Indigenous students									
2004	81.6	92.0	92.1	83.5	87.7	76.7	73.0	45.8	86.5
2005	81.6	90.2	91.9	83.0	86.3	69.5	74.6	49.0	85.7
2006	81.1	91.5	90.8	81.1	86.7	67.1	74.8	38.2	85.4
2007	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5
2008	80.1	90.7	90.2	80.5	87.6	72.4	74.5	46.9	84.9
2009	81.3	89.5	90.4	82.6	91.1	68.8	76.4	54.2	85.6
2010	80.9	89.8	91.8	83.5	90.0	66.5	74.3	58.9	85.8
2011	83.1	89.2	94.6	82.9	91.3	69.5	77.8	64.1	87.0
2012	83.8	89.2	92.3	82.1	92.7	67.6	76.9	65.3	86.8
2013	84.0	89.3	93.2	83.5	93.9	66.8	77.7	71.9	87.3

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are not included in the figures for 'Non-Indigenous students'. However, these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for Tasmania.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

Table 4A.191 Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Low socioeconomic status deciles									
Male students	56	65	56	50	46	26	np	14	55
Female students	69	73	69	62	68	39	np	18	67
All students	62	69	62	56	57	32	np	16	61
Medium socioeconomic status deciles									
Male students	61	71	61	59	61	37	np	36	62
Female students	71	79	74	72	75	47	np	45	73
All students	66	75	67	65	68	42	np	40	68
High socioeconomic status deciles									
Male students	73	79	67	68	71	57	73	np	72
Female students	80	85	75	75	89	55	77	np	80
All students	76	82	71	72	80	56	75	np	76
Total									
Male students	62	72	61	61	58	35	72	28	63
Female students	73	80	73	72	76	44	75	37	74
All students	67	76	67	66	66	39	74	33	68
2010									
Low socioeconomic status deciles									
Male students	59	63	56	56	49	28	np	13	56
Female students	71	75	70	64	68	40	np	17	69
All students	65	69	63	60	58	34	np	15	62
Medium socioeconomic status deciles									
Male students	63	70	65	68	59	43	np	34	65
Female students	73	82	73	77	77	50	np	48	75
All students	68	76	69	72	68	46	np	40	70
High socioeconomic status deciles									
Male students	75	80	68	73	70	49	74	np	74
Female students	81	88	75	78	84	64	79	np	81
All students	78	84	71	75	77	56	76	np	78
Total									
Male students	65	72	64	68	58	37	74	27	65
Female students	75	82	73	75	75	47	77	38	75
All students	70	77	68	71	66	42	75	32	70
2011									
Low socioeconomic status deciles									
Male students	61	65	58	58	62	29	np	14	59
Female students	76	77	70	68	83	40	np	17	73
All students	68	71	64	62	72	34	np	16	66
Medium socioeconomic status deciles									

Table 4A.191 Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Male students	65	72	66	68	72	41	np	46	67
Female students	76	82	75	78	84	55	np	54	78
All students	70	77	71	73	78	48	np	49	72
High socioeconomic status deciles									
Male students	76	83	70	72	80	54	71	np	76
Female students	83	87	74	79	87	63	84	np	82
All students	80	85	72	76	83	59	77	np	79
Total									
Male students	67	74	65	68	70	37	70	35	68
Female students	78	83	73	76	85	49	82	41	77
All students	72	78	69	72	77	43	76	38	72
2012									
Low socioeconomic status deciles									
Male students	62	68	59	60	71	34	np	15	61
Female students	74	77	71	69	85	47	np	21	73
All students	68	72	65	64	78	40	np	18	67
Medium socioeconomic status deciles									
Male students	65	75	66	70	79	45	np	42	69
Female students	74	83	77	79	89	56	np	57	78
All students	70	79	71	74	84	50	np	49	73
High socioeconomic status deciles									
Male students	76	84	71	73	86	60	81	np	77
Female students	83	88	75	77	93	69	84	np	82
All students	80	86	73	75	90	64	82	np	80
Total									
Male students	67	76	65	70	77	42	81	34	69
Female students	77	83	75	76	89	53	82	44	78
All students	72	80	70	73	83	47	82	38	73
2013									
Low socioeconomic status deciles									
Male students	62	71	60	63	74	33	np	16	63
Female students	75	79	69	68	85	46	np	20	73
All students	68	75	64	65	79	39	np	18	68
Medium socioeconomic status deciles									
Male students	64	76	67	72	76	43	np	41	69
Female students	75	84	76	81	88	59	np	58	78
All students	69	80	71	76	82	51	np	49	74
High socioeconomic status deciles									
Male students	76	84	68	71	86	62	81	np	77
Female students	82	87	75	77	91	67	87	np	82

Table 4A.191 Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas (g)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	79	85	72	74	88	64	84	np	79
Total									
Male students	67	78	65	70	77	41	80	34	69
Female students	77	84	74	77	88	54	85	44	78
All students	72	81	69	73	82	47	82	39	74

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.
- (b) The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses.
- (c) Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles.
- (d) A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.
- (e) Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census.
- (f) In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia include students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.
- (g) In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.

np Not published.

Source: Department of Education (unpublished).

**Table 4A.192 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d) (e)</i>	<i>Tas (d) (f)</i>	<i>ACT (d) (g)</i>	<i>NT (g)</i>	<i>Aust</i>
2009									
Metropolitan zone									
Male students	65	73	62	62	60	43	72	..	66
Female students	74	79	72	71	75	46	75	..	74
All students	69	76	67	67	68	44	74	..	70
Provincial zone									
Male students	54	70	58	59	49	29	..	35	57
Female students	69	80	77	78	76	43	..	51	73
All students	61	75	67	68	62	36	..	42	65
Remote									
Male students	55	np	52	63	np	16	..	37	52
Female students	74	np	71	70	np	34	..	40	66
All students	64	np	61	67	np	25	..	38	59
Very remote									
Male students	64	..	46	34	np	np	..	9	30
Female students	50	..	62	49	np	np	..	12	41
All students	57	..	54	41	np	np	..	10	35
Total									
Male students	62	72	61	61	58	35	72	28	63
Female students	73	80	73	72	76	44	75	37	74
All students	67	76	67	66	66	39	74	33	68
2010									
Metropolitan zone									
Male students	68	74	65	68	60	42	74	..	68
Female students	76	83	72	75	75	51	77	..	77
All students	72	78	69	71	67	47	75	..	72
Provincial zone									
Male students	56	65	61	68	48	32	..	38	58
Female students	70	80	75	81	76	45	..	52	73
All students	63	72	68	74	62	39	..	45	65
Remote									
Male students	54	np	54	69	np	25	..	27	53
Female students	72	np	72	74	np	26	..	37	69
All students	62	np	62	72	np	26	..	32	60
Very remote									
Male students	54	..	41	46	np	np	..	7	31
Female students	55	..	63	50	np	np	..	10	41
All students	55	..	51	48	np	np	..	9	36
Total									
Male students	65	72	64	68	58	37	74	27	65

**Table 4A.192 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d) (e)</i>	<i>Tas (d) (f)</i>	<i>ACT (d) (g)</i>	<i>NT (g)</i>	<i>Aust</i>
Female students	75	82	73	75	75	47	77	38	75
All students	70	77	68	71	66	42	75	32	70
2011									
Metropolitan zone									
Male students	69	77	67	68	72	44	70	..	71
Female students	79	83	73	76	83	52	82	..	78
All students	74	80	70	72	78	48	76	..	74
Provincial zone									
Male students	59	65	62	68	62	33	..	48	60
Female students	74	82	76	82	87	47	..	56	76
All students	66	73	69	75	74	39	..	51	68
Remote									
Male students	53	np	54	72	np	14	..	38	58
Female students	77	np	79	80	np	33	..	46	76
All students	64	np	65	75	np	22	..	42	66
Very remote									
Male students	32	..	44	45	np	np	..	6	31
Female students	56	..	61	54	np	np	..	9	42
All students	44	..	52	49	np	np	..	8	36
Total									
Male students	67	74	65	68	70	37	70	35	68
Female students	78	83	73	76	85	49	82	41	77
All students	72	78	69	72	77	43	76	38	72
2012									
Metropolitan zone									
Male students	70	79	67	70	80	47	81	..	72
Female students	78	84	75	75	87	58	82	..	79
All students	74	81	71	72	83	52	82	..	76
Provincial zone									
Male students	58	69	61	70	70	38	..	46	61
Female students	72	80	76	81	93	50	..	59	75
All students	65	74	68	75	81	44	..	52	68
Remote									
Male students	55	np	54	76	np	21	..	34	59
Female students	76	np	75	83	np	40	..	49	75
All students	65	np	64	79	np	29	..	41	66
Very remote									
Male students	52	..	44	52	np	np	..	8	35
Female students	57	..	60	54	np	np	..	10	42
All students	55	..	51	53	np	np	..	9	38

**Table 4A.192 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d) (e)</i>	<i>Tas (d) (f)</i>	<i>ACT (d) (g)</i>	<i>NT (g)</i>	<i>Aust</i>
Total									
Male students	67	76	65	70	77	42	81	34	69
Female students	77	83	75	76	89	53	82	44	78
All students	72	80	70	73	83	47	82	38	73
2013									
Metropolitan zone									
Male students	70	80	66	69	80	47	80	..	72
Female students	78	84	74	76	87	58	85	..	79
All students	74	82	70	72	83	52	82	..	76
Provincial zone									
Male students	56	70	63	76	69	36	..	48	62
Female students	71	83	74	82	89	51	..	61	75
All students	64	76	69	79	79	43	..	54	68
Remote									
Male students	63	..	55	76	np	29	..	30	59
Female students	85	..	78	83	np	39	..	44	77
All students	74	..	65	79	np	33	..	37	68
Very remote									
Male students	64	..	46	55	np	..	..	9	37
Female students	76	..	60	67	np	..	..	11	46
All students	70	..	52	61	np	..	..	10	41
Total									
Male students	67	78	65	70	77	41	80	34	69
Female students	77	84	74	77	88	54	85	44	78
All students	72	81	69	73	82	47	82	39	74

(a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.

(b) Definitions are based on the agreed MCEECDYA (now SCSEEC) Geographic Location Classification.

(c) Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census.

(d) There are no very remote areas in Victoria and the ACT. The very remote population in Tasmania is too small to give meaningful results; therefore, the relevant Year 12 data have not been published since 2007. Additionally, for South Australia, numbers for 2011 are too small to give meaningful results and therefore are not published. This constitutes a break in series for these data.

(e) In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia include students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.

Table 4A.192 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c)

	<i>NSW</i>	<i>Vic</i> (d)	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d) (e)	<i>Tas</i> (d) (f)	<i>ACT</i> (d) (g)	<i>NT</i> (g)	<i>Aust</i>
(f)	In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.								
(g)	The ACT is included in the metropolitan zone. Darwin is included in the NT provincial zone.								
	.. Not applicable. np not published.								

Source: Department of Education (unpublished).

TABLE 4A.193

Table 4A.193 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12										
Fully participating in education and/or training	%	43.0 ± 3.2	46.3 ± 4.1	34.9 ± 4.9	41.6 ± 6.9	41.1 ± 5.8	45.1 ± 9.8	38.9 ± 10.4	22.1 ± 10.3	41.6 ± 1.6
Fully participating in employment	%	35.7 ± 3.2	30.8 ± 2.8	37.6 ± 4.5	35.3 ± 5.0	38.4 ± 4.1	24.9 ± 8.4	42.7 ± 8.1	61.9 ± 14.3	35.1 ± 1.3
Total fully engaged (e)	%	80.2 ± 2.8	77.8 ± 3.0	72.4 ± 3.5	77.8 ± 5.3	82.9 ± 4.4	71.1 ± 11.4	83.0 ± 7.1	88.5 ± 8.8	77.8 ± 0.9
Participating in Higher Education (f)	%	40.2 ± 3.1	42.4 ± 4.1	32.0 ± 4.6	40.8 ± 7.3	39.9 ± 5.6	42.1 ± 10.0	47.7 ± 10.7	33.6 ± 13.2	39.1 ± 2.0
Participating in TAFE (f)	%	11.3 ± 2.4	10.8 ± 2.3	9.5 ± 2.3	6.5 ± 2.7	11.0 ± 4.1	7.7 ± 4.9	6.4 ± 3.7	np	10.1 ± 1.1
Year 11 and below										
Fully participating in education and/or training	%	7.2 ± 3.0	7.9 ± 3.9	6.3 ± 3.6	5.9 ± 3.1	11.1 ± 4.7	11.0 ± 7.0	np	15.9 ± 11.2	7.3 ± 1.4
Fully participating in employment	%	48.2 ± 5.8	49.4 ± 5.5	46.8 ± 5.8	59.6 ± 5.9	48.9 ± 9.3	40.7 ± 13.8	69.0 ± 21.0	52.4 ± 12.0	49.5 ± 2.6
Total fully engaged (e)	%	54.8 ± 6.0	57.2 ± 5.4	54.8 ± 4.5	63.4 ± 4.8	60.4 ± 8.7	50.0 ± 10.0	np	59.8 ± 12.0	56.7 ± 1.9
Participating in Higher Education (f)	%	np	np	np	np	np	np	np	np	2.5 ± 0.9
Participating in TAFE (f)	%	18.9 ± 5.0	16.5 ± 4.3	12.1 ± 4.2	12.0 ± 5.3	16.4 ± 6.5	22.1 ± 7.3	np	np	16.1 ± 2.2
All school leavers										
Fully participating in education and/or training	%	33.7 ± 2.6	38.8 ± 3.4	27.8 ± 4.1	31.1 ± 5.3	31.8 ± 4.3	29.8 ± 7.6	35.9 ± 9.6	19.0 ± 6.8	33.1 ± 1.4
Fully participating in employment	%	38.7 ± 2.7	34.2 ± 2.5	40.0 ± 4.0	42.5 ± 3.9	41.4 ± 4.8	30.7 ± 8.1	44.3 ± 8.5	63.0 ± 9.8	38.7 ± 1.3
Total fully engaged (e)	%	73.8 ± 1.8	73.6 ± 2.3	68.1 ± 3.0	74.2 ± 3.7	75.1 ± 4.1	62.4 ± 8.0	79.0 ± 7.3	76.7 ± 11.9	72.6 ± 1.0

Table 4A.193 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Participating in Higher Education (f)	%	30.5 ± 2.6	34.8 ± 3.5	24.3 ± 3.7	29.0 ± 5.3	29.2 ± 4.2	26.3 ± 7.2	41.8 ± 9.8	21.7 ± 10.2	29.9 ± 1.6
Participating in TAFE (f)	%	13.2 ± 1.9	12.1 ± 1.9	9.5 ± 1.9	9.1 ± 1.9	13.9 ± 1.9	12.9 ± 1.9	6.1 ± 1.9	np	11.5 ± 1.9
Year 12										
All school leavers	'000	535.4	453.1	383.3	190.9	111.4	27.3	34.2	11.3	1744.9
Fully participating in education and/or training	'000	230.3	209.7	133.8	79.4	45.8	12.3	13.3	2.5	725.5
Fully participating in employment	'000	191.3	139.4	144.0	67.3	42.8	6.8	14.6	7.0	612.2
Total fully engaged (e)	'000	429.3	352.4	277.6	148.5	92.3	19.4	28.4	10.0	1 357.6
Participating in Higher Education (f)	'000	215.2	192.3	122.8	77.8	44.4	11.5	16.3	3.8	681.7
Participating in TAFE (f)	'000	60.3	49.0	36.4	12.5	12.3	2.1	2.2	np	175.6
Year 11 and below										
All school leavers	'000	182.7	115.8	123.5	79.3	45.0	17.2	4.2	8.2	573.5
Fully participating in education and/or training	'000	13.2	9.1	7.8	4.7	5.0	1.9	–	1.3	41.6
Fully participating in employment	'000	88.0	57.2	57.8	47.3	22.0	7.0	2.9	4.3	283.9
Total fully engaged (e)	'000	100.1	66.2	67.7	50.3	27.2	8.6	3.5	4.9	325.3
Participating in Higher Education (f)	'000	np	np	np	np	np	np	–	np	14.4
Participating in TAFE (f)	'000	34.6	19.1	14.9	9.5	7.4	3.8	–	–	92.5

Table 4A.193 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All school leavers										
All school leavers	'000	718.1	565.4	505.8	269.4	156.4	44.9	39.5	18.9	2317.5
Fully participating in education and/or training	'000	242.2	219.3	140.5	83.8	49.7	13.4	14.2	3.6	768.2
Fully participating in employment	'000	278.1	193.2	202.3	114.6	64.8	13.8	17.5	11.9	897.8
Total fully engaged (e)	'000	530.1	416.2	344.3	199.9	117.4	28	31.2	14.5	1683.4
Participating in Higher Education (f)	'000	219.2	196.6	122.7	78.2	45.6	11.8	16.5	4.1	693.2
Participating in TAFE (f)	'000	94.9	68.6	48.2	24.5	21.8	5.8	2.4	np	266.4

(a) Includes all people aged 15-24 years who are no longer in school.

(b) Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is also reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of the statistical context chapter for more information on confidence intervals and relative standard errors.

(c) Data are not published (np) for some items due to small sample sizes, but these data are included in Australia totals.

(d) The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas. This has a minor impact on national or state and territory estimates, but affects the comparability of NT results as people from Indigenous communities in very remote areas account for around 15 per cent of the NT population. See also table 4A.35 for the proportions of students attending schools in remote and very remote areas.

(e) Total fully engaged includes people primarily engaged in full time formal study, people primarily engaged in full time employment, people engaged in full time formal study and full time employment, and people engaged in part time formal study and part time employment.

(f) Participating in Higher Education and participating in TAFE include both full time and part time enrolled students.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished, TableBuilder) *Education and Work, 2013*, cat. no. 6227.0, Canberra.

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
15-19 year olds not in school education										
Highest level of qualification is post school higher education (i)	no.	534	366	327	136	86	11	31	14	1505
Participating in full time study	%	53.4	53.0	51.4	50.7	50.0	–	61.3	28.6	52.2
Participating in part time study	%	7.7	5.2	4.3	5.9	4.7	36.4	0.0	-21.4	5.8
Participating in full time employment	%	22.8	23.2	22.6	22.8	31.4	72.7	45.2	28.6	24.3
Participating in part time employment	%	24.2	24.9	30.9	41.2	20.9	–	16.1	–	26.6
Unemployed	%	7.1	8.5	10.7	7.4	4.7	–	12.9	–	8.1
Not participating in the labour force or study	%	3.6	3.8	6.7	3.7	4.7	–	–	21.4	4.5
Highest level of qualification is post school TAFE (j)	no.	22 505	17 175	24 024	12 367	5 481	2 176	1 025	783	85 549
Participating in full time study	%	22.5	27.0	20.2	20.7	19.0	16.6	33.7	8.3	22.1
Participating in part time study	%	15.5	13.2	9.5	9.9	12.6	12.5	14.3	13.8	12.3
Participating in full time employment	%	38.1	34.2	36.8	42.8	33.1	42.0	43.4	57.1	37.7
Participating in part time employment	%	26.9	28.3	31.4	26.9	32.6	26.3	30.4	17.6	28.7
Unemployed		13.2	14.3	14.2	10.5	14.6	13.1	6.8	7.7	13.3

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Not participating in the labour force or study	%	5.7	6.2	5.6	5.2	6.5	5.0	4.6	8.7	5.8
Highest level of qualification is Year 12 or equivalent	no.	93 286	72 808	76 713	39 236	22 379	4 920	6 694	1 872	317 944
Participating in full time study	%	60.7	70.7	52.9	59.6	58.6	55.2	66.8	24.3	62.0
Participating in part time study	%	10.8	7.9	8.6	9.0	8.8	8.6	8.6	10.5	9.1
Participating in full time employment	%	18.2	15.4	27.9	24.6	19.3	20.0	27.9	52.4	21.2
Participating in part time employment	%	37.5	40.5	40.5	42.7	43.4	38.2	39.8	25.1	40.0
Unemployed	%	10.2	10.2	10.9	8.6	9.3	9.5	8.6	7.1	10.0
Not participating in the labour force or study	%	3.8	3.4	4.6	4.0	3.6	4.7	2.1	9.2	3.9
Highest level of qualification is Year 11 or below (k)	no.	66 820	43 202	38 518	23 673	14 445	8 853	2 484	3 986	201 993
Participating in full time study	%	22.1	26.8	11.3	18.6	18.8	37.2	25.2	9.2	20.9
Participating in part time study	%	18.6	16.7	9.1	14.0	12.3	12.3	14.9	5.9	14.8
Participating in full time employment	%	28.0	27.4	27.2	34.3	26.3	23.1	29.1	22.6	28.0

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Participating in part time employment	%	15.7	12.3	15.7	15.6	17.4	21.1	18.8	9.5	15.2
Unemployed	%	14.1	12.0	17.3	12.3	14.4	11.9	12.4	11.0	13.9
Not participating in the labour force or study	%	15.6	15.4	20.4	15.9	17.4	12.5	13.1	38.6	16.9
All 15-19 year olds not in school education	no.	208 056	153 605	160 055	85 367	48 164	17 696	11 520	8 750	693 322
Participating in full time study	%	39.1	45.4	31.5	35.3	36.8	37.4	46.9	13.2	37.9
Participating in part time study	%	12.7	10.2	7.9	9.6	9.5	10.3	9.5	6.5	10.2
Participating in full time employment	%	20.6	18.3	23.4	25.4	19.9	21.8	24.5	24.6	21.4
Participating in part time employment	%	25.4	27.3	29.4	28.6	30.6	25.4	31.0	12.4	27.4
Unemployed	%	10.8	10.1	11.9	9.1	10.7	10.5	8.5	7.7	10.6
Not participating in the labour force or study	%	7.6	7.0	8.3	7.3	8.1	8.6	4.8	22.1	7.8
20-24 year olds not in school education										
Highest level of qualification is post school higher education (i)	no.	64 746	59 471	36 266	20 836	13 136	2 739	6 102	1 200	204 512
Participating in full time study	%	25.5	27.2	22.2	19.7	28.1	27.9	31.0	11.6	25.1

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Participating in part time study	%	8.6	6.7	7.1	7.3	7.0	7.2	10.2	7.5	7.6
Participating in full time employment	%	51.9	48.7	53.8	57.5	47.3	46.5	55.6	64.8	51.7
Participating in part time employment	%	23.2	25.2	24.4	23.2	27.7	27.2	20.7	17.3	24.2
Unemployed	%	6.2	6.3	5.2	4.8	5.8	6.4	4.4	3.5	5.8
Not participating in the labour force or study	%	3.4	3.4	2.9	3.1	2.8	3.2	2.0	4.5	3.2
Highest level of qualification is post school TAFE (j)	no.	117 589	97 068	81 907	45 152	27 601	8 765	6 138	3 925	388 177
Participating in full time study	%	16.4	18.8	12.4	13.2	14.3	9.6	19.4	5.2	15.4
Participating in part time study	%	11.4	9.0	8.1	6.9	8.8	8.0	13.9	8.9	9.3
Participating in full time employment	%	53.7	51.6	56.0	58.7	51.8	56.3	61.8	67.6	54.4
Participating in part time employment	%	21.5	23.7	20.5	19.3	23.7	19.8	20.9	12.6	21.6
Unemployed	%	6.9	6.7	7.1	5.1	7.5	6.9	3.9	4.0	6.6
Not participating in the labour force or study	%	6.0	5.6	6.5	6.2	6.0	6.8	3.5	7.1	6.0
Highest level of qualification is Year 12 or equivalent	no.	170 337	151 282	111 663	54 722	40 580	10 016	13 844	4 141	556 628
Participating in full time study	%	50.4	53.1	36.7	43.1	47.6	45.3	56.5	14.3	47.3

TABLE 4A.194

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Participating in part time study	%	12.1	10.1	9.6	9.3	9.8	9.6	10.7	11.3	10.5
Participating in full time employment	%	26.0	25.5	35.5	33.8	27.5	25.9	32.9	53.7	29.0
Participating in part time employment	%	33.3	34.8	30.9	32.9	35.3	33.4	34.8	17.9	33.3
Unemployed	%	7.5	7.1	7.5	6.0	7.2	8.2	5.8	4.6	7.2
Not participating in the labour force or study	%	5.9	4.7	6.9	5.6	5.0	6.6	3.0	10.1	5.6
Highest level of qualification is Year 11 or below (k)	no.	62 988	41 370	41 359	24 325	17 590	6 355	2 562	5 152	201 727
Participating in full time study	%	5.6	7.1	4.3	5.4	5.7	4.5	7.5	1.9	5.5
Participating in part time study	%	9.0	9.4	4.9	5.7	6.3	6.2	10.7	4.5	7.4
Participating in full time employment	%	36.5	38.3	36.8	41.2	35.1	34.8	45.7	27.4	37.2
Participating in part time employment	%	14.6	14.4	14.8	14.8	17.2	16.8	15.7	11.7	14.9
Unemployed	%	13.2	11.9	13.7	10.4	12.6	12.9	8.9	10.1	12.5
Not participating in the labour force or study	%	24.0	22.7	25.0	22.8	24.3	26.0	18.4	40.2	24.3
All 20-24 year olds not in school education	no.	447 943	373 725	293 193	158 528	104 912	29 483	30 684	16 767	1 455 507
Participating in full time study	%	28.4	32.1	21.1	22.4	27.1	22.2	36.4	6.4	26.9

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
Participating in part time study	%	10.2	8.7	7.5	7.1	8.1	7.7	10.6	6.9	8.7
Participating in full time employment	%	36.9	36.0	41.3	42.6	36.4	37.6	42.3	42.5	38.3
Participating in part time employment	%	23.9	26.1	22.8	22.4	26.5	23.6	25.5	12.5	24.2
Unemployed	%	7.5	7.1	7.5	5.9	7.7	8.3	5.0	5.6	7.2
Not participating in the labour force or study	%	8.0	6.8	8.6	7.9	8.3	10.5	4.1	18.1	7.9

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

Table 4A.194 **Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust(i)</i>
(k)	Highest school year completed of year 11 or below does not include people who did not go to school or not stated or not applicable highest school year completed.									

Source: ABS (unpublished TableBuilder) *Census of Population and Housing, 2011*, Canberra.

TABLE 4A.195

Table 4A.195 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 12										
Working	%	40.7 ± 5.9	38.4 ± 6.8	42.6 ± 7.7	53.5 ± 8.5	37.9 ± 10.4	47.4 ± 19.6	53.8 ± 18.5	52.0 ± 33.8	42.2 ± 3.2
Studying	%	55.3 ± 5.3	50.1 ± 6.1	40.4 ± 6.9	50.4 ± 8.3	42.0 ± 16.8	45.6 ± 18.5	53.8 ± 16.7	44.0 ± 27.2	49.5 ± 2.2
Year 11 and below										
Working	%	13.2 ± 6.6	16.4 ± 5.9	12.9 ± 5.6	14.7 ± 8.2	16.0 ± 10.0	np	17.3 ± 12.3	32.0 ± 26.0	13.7 ± 2.7
Studying	%	6.4 ± 4.6	10.2 ± 4.9	11.1 ± 6.0	9.9 ± 6.2	14.2 ± 9.5	np	np	np	9.4 ± 2.2
All school leavers										
Working	%	50.0 ± 7.1	53.6 ± 7.8	55.5 ± 7.1	70.0 ± 9.7	56.8 ± 12.2	66.7 ± 16.5	61.5 ± 17.0	np	56.4 ± 3.7
Studying	%	60.4 ± 4.8	61.3 ± 8.7	50.9 ± 7.0	62.9 ± 8.6	55.0 ± 16.3	54.4 ± 17.1	55.8 ± 13.7	48.0 ± 29.6	59.0 ± 2.2
Year 12										
Working	'000	40.9	32.4	30.7	18.9	6.4	2.7	2.8	1.3	134.9
Studying	'000	55.6	42.3	29.1	17.8	7.1	2.6	2.8	1.1	158.1
Year 11 and below										
Working	'000	13.3	13.8	9.3	5.2	2.7	np	0.9	0.8	43.8
Studying	'000	6.4	8.6	8.0	3.5	2.4	np	–	np	30.0
All school leavers										
Working	'000	50.3	45.2	40.0	24.7	9.6	3.8	3.2	2.4	180.3
Studying	'000	60.7	51.7	36.7	22.2	9.3	3.1	2.9	1.2	188.5
Total school leavers	'000	100.5	84.4	72.1	35.3	16.9	5.7	5.2	2.5	319.4

(a) Includes all people aged 15-24 years who left school in the previous year but not prior to May in the current year.

(b) Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is also reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of the statistical context

(c) Data are not published (np) for some items due to small sample sizes, but these data are included in Australia totals.

(d) The categories for working and studying are not exclusive. That is, for example, people studying may also be working.

Table 4A.195 **School leaver destination by highest level of school completed (15-24 year olds), 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) Proportions are determined using the number of people who have left school and currently attending an educational institution full time or part time; or working full time or part time, divided by the total number of school leavers.

(f) The ABS Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas. This has a minor impact on national or state and territory estimates, but affects the comparability of NT results as people from Aboriginal and Torres Strait Islander communities in very remote areas account for around 15 per cent of the NT population aged 15-74 years. See also table 4A.35 for the proportions of students attending schools in remote and very remote areas.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished, TableBuilder) *Education and Work, 2013*, cat. no. 6227.0, Canberra.

Table 4A.196 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	99.9	106.3	81.0	35.0	19.6	8.9	6.3	3.1	360.3
15 to 19-year-old population	('000)	480.4	364.9	309.4	155.5	107.8	34.7	24.2	16.7	1 493.8
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	20.8	29.1	26.2	22.5	18.2	25.6	26.0	18.6	24.1
2010										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	103.5	116.5	80.4	36.2	20.3	9.2	6.3	2.8	375.2
15 to 19-year-old population	('000)	479.9	365.5	314.1	157.3	108.0	35.0	24.2	16.8	1 501.0
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	21.6	31.9	25.6	23.0	18.8	26.3	26.0	16.6	25.0
2011										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	106.9	130.4	84.2	37.6	21.4	10.9	6.1	2.7	400.1
15 to 19-year-old population	('000)	461.2	355.5	303.6	154.9	105.9	33.9	25.0	16.2	1 456.4
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	23.2	36.7	27.7	24.3	20.2	32.1	24.5	16.4	27.5
2012										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	109.3	137.3	87.1	40.8	24.4	11.7	6.2	2.6	419.4
15 to 19-year-old population	('000)	462.5	355.1	304.9	156.6	105.1	33.8	24.1	16.2	1 458.5
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	23.6	38.7	28.6	26.0	23.2	34.7	25.9	15.8	28.8

Source: Source: NCVET, National VET Provider Collection (various years); NCVET, National VET in Schools Collection (various years); ABS Australian Demographic Statistics, (various years) (Cat. no. 3101.0).

TABLE 4A.197

Table 4A.197 **Student attendance rates, government schools, by sex, 2013 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	95	95	95	95	94	94	93	91	89	88	91	84
Female	94	95	95	95	95	94	94	91	89	88	91	84
Total	95	95	95	95	95	94	93	91	89	88	91	84
Vic												
Male	93	93	93	93	93	93	93	91	90	90	89	86
Female	93	93	94	94	93	93	93	91	89	89	88	87
Total	93	93	93	93	93	93	93	91	90	90	89	86
Qld												
Male	92	92	92	92	92	91	91	90	88	87	na	92
Female	92	92	93	93	93	92	92	91	88	87	na	93
Total	92	92	92	92	92	92	92	91	88	87	na	92
WA												
Male	93	93	93	93	93	92	92	89	87	86	na	96
Female	92	93	93	93	93	93	92	90	86	84	na	95
Total	92	93	93	93	93	93	92	90	87	85	na	95
SA												
Male	92	92	92	93	92	92	91	90	88	87	90	89
Female	92	93	93	93	93	92	92	90	87	86	91	91
Total	92	92	93	93	93	92	92	90	88	87	91	90
Tas												
Male	93	94	94	94	93	93	92	90	89	87	na	na
Female	93	94	94	94	94	94	92	89	88	86	na	na
Total	93	94	94	94	94	94	92	90	88	87	na	na

Table 4A.197 **Student attendance rates, government schools, by sex, 2013 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	94	94	93	94	93	92	90	89	89	na	na
Female	93	94	94	94	93	93	93	90	88	88	na	na
Total	93	94	94	94	94	93	92	90	88	88	na	na
NT												
Male	82	83	82	82	81	81	78	76	75	75	na	89
Female	82	82	83	85	83	83	81	77	74	74	na	93
Total	82	83	83	83	82	82	79	77	74	74	na	91

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.198

Table 4A.198 **Student attendance rates, government schools, by Indigenous status, 2013 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Aboriginal and Torres Strait Islander students	90	91	91	91	90	90	87	82	79	75	88	75
Non-Indigenous students	95	95	95	95	95	94	94	92	90	89	92	86
Total	95	95	95	95	95	94	93	91	89	88	91	84
Vic												
Aboriginal and Torres Strait Islander students	89	89	89	89	88	88	86	84	80	79	85	81
Non-Indigenous students	93	93	94	93	93	93	93	91	90	90	89	87
Total	93	93	93	93	93	93	93	91	90	90	89	86
Qld												
Aboriginal and Torres Strait Islander students	84	86	86	86	86	85	85	83	78	76	na	na
Non-Indigenous students	92	93	93	93	93	93	92	92	89	88	na	92
Total	92	92	92	92	92	92	92	91	88	87	na	92
WA												
Aboriginal and Torres Strait Islander students	80	82	82	82	82	80	79	72	64	63	na	na
Non-Indigenous students	94	94	94	94	94	94	93	91	89	87	na	95
Total	92	93	93	93	93	93	92	90	87	85	na	95
SA												
Aboriginal and Torres Strait Islander students	81	82	82	84	82	82	81	76	74	72	83	81
Non-Indigenous students	93	93	93	93	93	93	92	91	88	88	91	90
Total	92	92	93	93	93	92	92	90	88	87	91	90

Table 4A.198 **Student attendance rates, government schools, by Indigenous status, 2013 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
Tas												
Aboriginal and Torres Strait Islander students	92	93	93	92	91	92	89	85	82	81	na	na
Non-Indigenous students	93	94	94	94	94	94	92	90	89	87	na	na
Total	93	94	94	94	94	94	92	90	88	87	na	na
ACT												
Aboriginal and Torres Strait Islander students	90	87	89	87	88	87	84	82	76	77	na	na
Non-Indigenous students	94	94	94	94	94	93	92	91	89	89	na	na
Total	93	94	94	94	94	93	92	90	88	88	na	na
NT												
Aboriginal and Torres Strait Islander students	71	71	72	72	72	72	68	63	57	56	na	na
Non-Indigenous students	92	93	93	93	93	93	92	89	89	87	na	92
Total	82	83	83	83	82	82	79	77	74	74	na	91

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.199

Table 4A.199 Student attendance rates, independent schools, by sex, 2013 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	95	95	95	95	95	95	95	94	94	93	93	90
Female	95	95	95	95	95	95	95	94	93	92	92	89
Total	95	95	95	95	95	95	95	94	94	93	92	90
Vic												
Male	95	95	95	95	95	95	96	95	95	94	94	90
Female	95	95	95	95	95	95	95	94	94	93	96	89
Total	95	95	95	95	95	95	96	95	94	94	95	90
Qld												
Male	95	95	95	95	95	95	95	94	94	94	96	80
Female	95	95	95	95	95	95	95	95	94	93	99	94
Total	95	95	95	95	95	95	95	95	94	93	97	85
WA												
Male	94	94	95	95	95	95	95	94	94	93	na	41
Female	94	94	94	94	95	95	95	94	93	92	100	29
Total	94	94	94	95	95	95	95	94	93	92	100	36
SA												
Male	95	95	95	96	95	95	94	94	94	93	91	95
Female	95	95	95	95	95	95	95	94	93	93	93	91
Total	95	95	95	95	95	95	94	94	94	93	92	94
Tas												
Male	94	95	96	96	95	95	95	94	94	94	84	91
Female	94	95	94	95	95	95	95	94	93	93	97	na
Total	94	95	95	95	95	95	95	94	94	93	85	91

Table 4A.199 **Student attendance rates, independent schools, by sex, 2013 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	94	95	94	95	94	94	93	92	92	na	na
Female	94	95	96	95	94	94	94	93	92	90	na	na
Total	94	95	95	95	95	94	94	93	92	91	na	na
NT												
Male	92	92	90	90	92	91	88	89	87	87	na	27
Female	89	90	90	91	91	92	89	87	88	86	na	21
Total	90	91	90	90	91	91	89	88	88	87	na	23

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.200

Table 4A.200 Student attendance rates, independent schools, by Indigenous status, 2013 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Aboriginal and Torres Strait Islander students	92	91	90	90	92	90	92	90	86	83	79	89
Non-Indigenous students	95	95	95	95	95	95	95	94	94	93	93	90
Total	95	95	95	95	95	95	95	94	94	93	92	90
Vic												
Aboriginal and Torres Strait Islander students	94	95	94	95	94	94	91	88	90	88	64	87
Non-Indigenous students	95	95	95	95	95	95	96	95	94	94	95	90
Total	95	95	95	95	95	95	96	95	94	94	95	90
Qld												
Aboriginal and Torres Strait Islander students	87	88	90	89	88	88	90	86	84	84	85	83
Non-Indigenous students	95	95	95	95	95	95	95	95	94	94	97	85
Total	95	95	95	95	95	95	95	95	94	93	97	85
WA												
Aboriginal and Torres Strait Islander students	80	83	81	87	88	85	87	84	77	70	na	27
Non-Indigenous students	94	94	95	95	95	95	95	94	94	93	100	45
Total	94	94	94	95	95	95	95	94	93	92	100	36
SA												
Aboriginal and Torres Strait Islander students	90	88	90	90	88	89	88	86	86	89	89	na
Non-Indigenous students	95	95	95	95	95	95	94	94	94	93	92	94
Total	95	95	95	95	95	95	94	94	94	93	92	94

TABLE 4A.200

Table 4A.200 **Student attendance rates, independent schools, by Indigenous status, 2013 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
Tas												
Aboriginal and Torres Strait Islander students	92	95	93	95	94	93	94	92	92	85	na	na
Non-Indigenous students	94	95	95	95	95	95	95	94	94	94	85	91
Total	94	95	95	95	95	95	95	94	94	93	85	91
ACT												
Aboriginal and Torres Strait Islander students	86	89	89	93	94	91	91	92	86	85	na	na
Non-Indigenous students	94	95	95	95	95	94	94	93	92	91	na	na
Total	94	95	95	95	95	94	94	93	92	91	na	na
NT												
Aboriginal and Torres Strait Islander students	69	75	65	70	74	78	74	75	75	73	na	15
Non-Indigenous students	94	93	94	94	94	94	94	93	92	92	na	81
Total	90	91	90	90	91	91	89	88	88	87	na	23

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended
na Not available.

Source: ACARA (unpublished)

TABLE 4A.201

Table 4A.201 **Student attendance rates, Catholic schools, by sex, 2013 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	95	95	95	95	95	94	95	93	93	92	na	na
Female	95	95	95	95	95	95	95	93	92	91	na	na
Total	95	95	95	95	95	95	95	93	92	92	na	na
Vic												
Male	94	94	94	94	94	94	95	94	94	93	na	na
Female	94	94	94	94	94	94	95	94	93	93	na	na
Total	94	94	94	94	94	94	95	94	93	93	na	na
Qld												
Male	94	94	94	94	94	94	94	94	93	92	na	67
Female	94	94	94	94	94	94	94	94	93	92	na	79
Total	94	94	94	94	94	94	94	94	93	92	na	71
WA												
Male	94	94	95	95	94	94	94	93	93	93	na	na
Female	94	94	94	94	94	94	94	93	92	91	na	na
Total	94	94	94	94	94	94	94	93	92	92	na	na
SA												
Male	94	94	95	94	94	94	94	94	93	93	94	93
Female	94	94	94	95	93	95	94	94	93	93	97	92
Total	94	94	94	94	93	94	94	94	93	93	95	93
Tas												
Male	95	95	95	95	95	95	93	92	92	91	na	na
Female	95	95	95	95	95	95	93	91	90	89	na	na
Total	95	95	95	95	95	95	93	92	91	90	na	na

Table 4A.201 **Student attendance rates, Catholic schools, by sex, 2013 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	94	94	94	93	93	95	95	95	92	na	na
Female	94	94	94	94	94	94	95	93	94	91	na	na
Total	94	94	94	94	94	94	95	94	94	91	na	na
NT												
Male	82	84	84	82	84	84	85	82	82	81	na	na
Female	83	84	85	84	87	85	85	84	82	83	na	na
Total	83	84	84	83	86	84	85	83	82	82	na	na

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.202

Table 4A.202 Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Aboriginal and Torres Strait Islander students	91	90	92	93	91	91	91	89	89	88	na	na
Non-Indigenous students	95	95	95	95	95	95	95	93	93	92	na	na
Total	95	95	95	95	95	95	95	93	92	92	na	na
Vic												
Aboriginal and Torres Strait Islander students	91	91	90	91	90	91	93	88	89	87	na	na
Non-Indigenous students	94	94	94	94	94	94	95	94	93	93	na	na
Total	94	94	94	94	94	94	95	94	93	93	na	na
Qld												
Aboriginal and Torres Strait Islander students	90	89	90	90	91	90	90	90	88	87	na	68
Non-Indigenous students	94	94	94	94	94	94	94	94	93	92	na	82
Total	94	94	94	94	94	94	94	94	93	92	na	71
WA												
Aboriginal and Torres Strait Islander students	80	82	85	83	79	84	79	81	73	78	na	na
Non-Indigenous students	94	95	95	95	95	95	95	94	93	92	na	na
Total	94	94	94	94	94	94	94	93	92	92	na	na
SA												
Aboriginal and Torres Strait Islander students	89	90	92	90	92	90	89	89	91	88	na	83
Non-Indigenous students	94	94	95	94	93	94	94	94	93	93	95	93
Total	94	94	94	94	93	94	94	94	93	93	95	93

Table 4A.202 **Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
Tas												
Aboriginal and Torres Strait Islander students	93	94	94	92	93	95	91	92	92	89	na	na
Non-Indigenous students	95	95	95	95	95	95	93	92	91	90	na	na
Total	95	95	95	95	95	95	93	92	91	90	na	na
ACT												
Aboriginal and Torres Strait Islander students	90	92	90	93	91	93	94	92	92	86	na	na
Non-Indigenous students	94	94	94	94	94	94	95	94	94	91	na	na
Total	94	94	94	94	94	94	95	94	94	91	na	na
NT												
Aboriginal and Torres Strait Islander students	64	69	69	70	70	70	72	71	69	66	na	na
Non-Indigenous students	94	93	94	93	94	93	92	91	90	90	na	na
Total	83	84	84	83	86	84	85	83	82	82	na	na

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

Data quality information — School education, chapter 4

Data quality information

Data quality information (DQI) provides information against the seven Australian Bureau of Statistics (ABS) data quality framework dimensions, for performance indicators in the School education chapter.

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

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

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Attendance

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

Indicator definition and description

Element	Equity — Access
Indicator	Attendance
Measure (computation)	<p><u>Definition</u></p> <p>The number of actual full time equivalent 'student days attended' over the collection period as a percentage of the total number of possible student days attended over the collection period, disaggregated by sex, Indigenous status, and by school type (government, independent, Catholic)</p> <p>Numerator (Actual_Day_Attendance) – the number of actual full time equivalent student days attended by full time students.</p> <p>Denominator (Possible_Day_Attendance) – the number of possible student days attended by full time students.</p> <p><u>Computation/s:</u></p> <p>The student attendance rate (per cent) = (the numerator/the denominator)*100 (rounded to the nearest whole number), by year level for years 1-10 and ungraded students, State and Territory, sector, sex, and Indigenous status.</p> <p>Notes:</p> <ol style="list-style-type: none">1. Indigenous status refers to those who identify as Aboriginal but not Torres Strait Islander origin, or Torres Strait Islander but not Aboriginal origin, or Both Aboriginal and Torres Strait Islander origin.2. Non Indigenous status refers to those who identify themselves as Non Indigenous or where it is unknown/not stated.3. Appendix 1 contains the proportion of data where the Indigenous status is unknown/not stated, for those data providers where a breakdown is available.
Data source/s	2013 ACARA student attendance data (unpublished)

Data Quality Framework Dimensions

Institutional environment	<p>ACARA collects the data from individual data providers: Departments of Education in each state / territory, for the government sector and the Australian Government Department of Education for the non-government sector.</p> <p>Individual data providers collect information from schools under the relevant legislation/agreement in each state/territory and sector.</p>
Relevance	<p>Data represents student attendance rates (per cent) for all schools in all sectors in Australia by Year level for Years 1-10 and ungraded students, State and Territory, Sex, and Indigenous status.</p> <p>Sex, and Indigenous status are defined as per the ACARA Data Standards Manual: Student Background Characteristics.</p> <p>The collection period for the government sector was Semester 1 in 2013 for each state / territory. Tasmania falls into this category for the first time as they now run on a 4 term year consistent with the rest of the nation.</p> <p>Note that actual dates of Semester 1 may vary between state / territory.</p> <p>Please note that the collection period for the non-government sector is now consistent with the government sector and is no longer 20 consecutive school days in May.</p>
Timeliness	<p>ACARA requests aggregate data, from data providers, in April of the year following the collection period, e.g. For the 2013 collection, the data were requested in April 2014.</p>

Accuracy

Attendance data are collected through various school management systems at the school, before then being collated into a central database by Departments of Education in each state / territory and by the Australian Government Department of Education for the government and non-government systems respectively.

In the data collection template design and data dictionary supplied to the individual data providers it was instructed the following for Indigenous/non Indigenous:

1. Aboriginal Indigenous
2. Torres Strait Islander Indigenous
3. Aboriginal and Torres Strait Islander Indigenous
4. Not Aboriginal & Torres Strait Islander – Non Indigenous
9. No response – Non Indigenous

Data have not been collected this year on the proportion of unstated/unknown as in previous years. This is to provide consistency across states and territories with the treatment of no responses.

Note that student attendance data are not always captured consistently by schools.

The below only relates to ACARA's activities in relation to the accuracy of collation. ACARA has taken necessary steps to ensure that the collated data are accurately based on the data provided. Data providers were requested to provide data in predefined templates.

- ACARA has undertaken rigorous internal quality assurance processes to ensure the collated data are accurately reflective of the source datasets.
- ACARA has derived the Rate_Percent (called Derived_Rate_Percent) using the provided data fields and compared to the supplied Rate_Percent
 - Actual_Day_Attendance
 - Possible_Day_Attendance
 - Rate_Percent.
- Whenever the Derived_Rate_Percent figure is not equal to the Rate_Percent figure (as supplied), ACARA will report the Derived_Rate_Percent figure.
- ACARA has computed sums of related fields to ensure they add up for consistency/integrity of data. E.g. The sum of male year sevens and female year sevens should equal the value enters for all of year seven.
- Whenever the computed sums do not equal ACARA notify the data provider applicable for feedback on what are the correct values.
- ACARA has consistently applied and adopted this treatment across the 2013 National Student Attendance Data Collection.
- ACARA has provided feedback to data providers and sought confirmation and approval on discrepancies in Derived_Rate_Percent and computed sums.

Coherence

Methodologies and counting rules vary between state / territory and sector, therefore data cannot be compared across state / territory or across school sectors but comparisons over time (2007 to 2013) within a state / territory and sector can be made. Since 2007, data have generally been collected consistently by each state / territory and sector except for NT where the data source changed in 2012, SA where the reporting period changed to Semester 1 in 2009 and Tasmania when the reporting period changed to Semester 1 in 2013 and the Non-Government sector when the reporting period changed to Semester 1 in 2013.

Interpretability

Further information on the differences in methodologies and counting rules between state / territory and sector can be found in the *National Report on Schooling in Australia* – Explanatory notes for student attendance data. Note the 2013 report is not yet available, however the 2012, 2011 and 2010 reports may be used as there have been minor or no changes to methodologies and counting rules during this time period.

Accessibility

Data in this format are yet to be published by ACARA, however the data will be published in the 2013 National Report on Schooling in Australia.

Each state / territory and sector publishes variations of their data through their own websites / publications.

For further information please contact info@acara.edu.au.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- Data comparability issues limit the usefulness of this measure. Further improvements are required to provide comparable data across school sectors and across states and territories, due to the differences in methodologies in jurisdictions / sectors. National Standards have been prepared which will help to improve comparability. These improvements are expected for the 2014 and 2015 collections.

Participation (6–15 year old children enrolled in school)

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

Indicator definition and description

Element	Equity — Access
Indicator	Participation
Measure (computation)	<p><u>Definition</u> Proportion of children aged 6–15 years who are enrolled in school (and is expressed as a percentage),</p> <p><u>Numerator</u> total number of children aged 6–15 years and enrolled in school (full-time and part-time enrolments)</p> <p><u>Denominator</u> total population of children aged 6–15 years</p> <p><u>Computation/s:</u> The number of children aged 6–15 years enrolled in school divided by the total population of children of that age group. These data are disaggregated by Aboriginal and Torres Strait Islander and non-Indigenous peoples.</p>
Data source/s	<p><u>Numerator</u> National Schools Statistics Collection (NSSC) data.</p> <p><u>Denominator</u> ABS Estimated Resident Population (total population), based on the 2011 Census. Data are available annually and adjusted for change over time. .</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC). This collection was established through the work of the then Australian Education Council, later the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>Students are classified by state/territory, level and Year of education, Aboriginal and Torres Strait Islander status, full-time or part-time status, age at 1 July, category of school and sex. Student data are not currently available by socioeconomic status or geography. Data covers all students enrolled at in scope schools.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual for aggregate submissions and the NSSC Data Collection Manual for unit record level submissions.</p> <p>Rates are based on school students as a proportion of the estimated resident population. For more information please see the Data Quality Declaration for Australian Demographic Statistics (cat. no. 3101.0).</p>
Timeliness	<p>The NSSC is based on the national school census that is conducted annually on the first Friday in August by each state and territory department of education and the non-government education systems. Information is disseminated through the ABS website from late January through to March the following year.</p>
Accuracy	<p>The NSSC is based on enrolment information from education administrative data systems at the time of the school census, collected in accordance with the standards and definitions applying to the collection.</p> <p>For government data, each school provides and/or validates the information reflecting their enrolments to the relevant state education department. Each state and territory education department processes the data so that data forwarded to the ABS represents, or can be used to derive, student counts (a count of natural persons within a system of</p>

education).

Non-government data are coordinated through the Australian Government Department of Education.

The ABS undertakes further validation of all received data prior to publication.

Due to the different enrolment systems, the ability to manage multiple records of enrolment for a student may vary among jurisdictions, which may result in over-reporting of school students in some jurisdictions.

Some small exceptions exist in the interpretation of the standards applying to the collection, and the ability of systems to collect data to the specifications of the collection. These exceptions may affect comparisons of school counts, student counts and student full time equivalent values.

Coherence

Rates are based on school students as a proportion of the estimated resident population. Data items are consistent over time, except where not available.

NSSC school and student information is a subset of the enrolment information provided by the various education authorities. The application of NSSC business rules may result in counts which differ from those in other datasets originating from the same education authorities. For example, NSSC student counts may not reconcile to enrolment counts available in alternate datasets where multiple enrolments were reported for those students enrolled in more than one school.

State and territory governments report on schools, students and staff in their Annual Reports.

State and territory governments provide NSSC data to the Australian Government Department of Education for Commonwealth funding purposes.

State and territory governments provide school, student and staff data to the Australian Curriculum Assessment & Reporting Authority (ACARA) for school level reporting.

NSSC data are reported through the National Report on Schooling in Australia, Aboriginal and Torres Strait Islander Education Action Plan, National Education Agreement, National Partnership on Youth Attainment and Transitions and the Report on Government Services.

The Australian Government Department of Education reports on non-government school, student and staff data collected for the purposes of administering the Schools Assistance Act 2008 (www.deewr.gov.au/Schooling/Programs/Pages/SchoolsAssistanceAct2008.aspx).

The five-yearly Census of Population and Housing (www.abs.gov.au/websitedbs/censushome.nsf/home/data?opendocument#from-banner=LN) includes information on children attending school and the occupation of Australians (including teachers).

The ABS Estimated Resident Population (ERP) series is used in the calculation of some measures of secondary engagement in this publication. It is used as a denominator to calculate students as a proportion of the population. The ERP is an estimate of the population of Australia, based on data from the most recent published ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See ABS Population by Age and Sex, Australian states and territories. See Australian Demographic Statistics (cat. no. 3101.0) for further details.

Projected and estimated Aboriginal and Torres Strait Islander population data are sourced from *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026* (Cat. no. 3238.0) (series B)

Non-indigenous population estimates are derived by subtracting the Aboriginal and Torres Strait Islander estimates and projections from the ERP.

Estimates may differ from those released in previous editions of this publication due to scheduled revisions of the estimated resident population.

ABS data from the NSSC for reporting student enrolments are not comparable with Education Council data from the NSAC for reporting student attendance

Accessibility

Predominantly national level information is published in *Schools, Australia*

(www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Interpretability

Schools, Australia (www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0) includes explanatory notes and a glossary, both of which are available on the ABS website.

Data Gaps/Issues Analysis

**Key data
gaps/issues**

The Steering Committee notes the following issues:

- The differences in populations used for the numerator (service population for each jurisdiction) and denominator (resident population for each jurisdiction) may result in an overestimate of enrolment rates for some jurisdictions (in particular, the ACT) and an underestimate in other jurisdictions.

Participation (participation of 14–19 year old students)

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

Indicator definition and description

Element	Equity — Access
Indicator	Participation
Measure (computation)	<p><u>Definition</u></p> <p>The number of full-time and part-time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14–19 year olds.</p> <p><u>Numerator/s</u></p> <p>Number of full and part-time students of specific ages: 14, 15, 16, 17, 18, 19 and 14–19.</p> <p><u>Denominator/s</u></p> <p>Estimated resident population for these age groups, based on 2011 Census of Population and Housing.</p> <p><u>Computation/s:</u></p> <p>The number of full and part-time students as a proportion of the estimated resident population. These are provided by jurisdictions and disaggregated by sex.</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>Numerator: ABS Schools Australia (various years) (cat. no. 4221.0); Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) data; and unpublished data from Schools, Australia.</p> <p><u>Denominator</u> – ABS Estimated Resident Population (total population) Data are available annually.</p> <p>The participation rate is supplied directly to the review, but the numerator and denominator on which it is based are not.</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC) and are based on the annual School census. This collection was established through the work of the former MCEETYA.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>School student data are available by state/territory and for full-time students and full plus part-time students. Rates are based on school students as a proportion of the estimated resident population.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data covers all students enrolled in school, some of whom may be taking a VET course.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2013 NSSC were released in March 2014.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state education department, which then forwards aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education.</p> <p>The NSSC is based on information on each student enrolled at the time of the school</p>

	census.
Coherence	<p>Rates are based on school students as a proportion of the estimated resident population from the five-yearly Census of Population and Housing for the relevant age group. Data items are consistent over time.</p> <p>Data for jurisdictions are comparable and are collected in accordance with national standards. Before sending data to the ABS, each state and territory education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some jurisdictions.</p> <p>Cross border enrolments may affect consistency between the populations at the numerator and denominator.</p> <p>Each state and territory government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly Census of Population and Housing includes information on children attending school.</p>
Accessibility	<u>Schools, Australia</u> (cat. no. 4221.0) includes explanatory notes and a glossary available on the ABS website.
Interpretability	Predominantly national level information is published in <u>Schools Australia</u> (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • This indicator does not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example; work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the 'Child care, education and training sector overview'.
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Participation (the proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above)

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

Indicator definition and description

Element	Equity — Access
Indicator	Attendance and participation
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above</p> <p><u>Numerator</u> – number of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II, at June 2012.</p> <p><u>Denominator</u> – The 15 to 19-year-old population at June 2012.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above) for each jurisdiction.</p>
Data source/s	<p>NCVER, National VET Provider Collection 2012; NCVER, National VET in Schools Collection 2012 (numerator);</p> <p>ABS (2012) Population by Age and Sex, Australian States and Territories, June 2012 (cat. no. 3201.0) Canberra (denominator).</p>

Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator:</u></p> <p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p> <p><u>Denominator:</u> This publication uses data sourced from a variety of institutional environments. Much of the data are administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data are used to estimate interstate migration. Records of overseas movements matched with passenger card, passport and visa data, provided by the Department of Immigration and Border Protection (DIBP) are used to calculate Net Overseas Migration (NOM). ABS Census of Population and Housing and Post Enumeration Survey (PES) data are used to determine a base population from which Estimated Resident Population (ERP) is calculated and to finalise all components of population change. For information on the institutional environment of the Australian Bureau of Statistics (ABS), please see ABS Institutional Environment.</p>
Relevance	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p>

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

The National VET in Schools Collection contains information on all activity undertaken as part of a student's senior secondary certificate that provides credit towards a nationally recognised VET qualification.

Estimates of the resident population (ERP) for the states and territories of Australia are published by sex and age groups, and estimates and projections of the Aboriginal and Torres Strait Islander population are also available. The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

Timeliness

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in Students and Courses

The National VET in Schools Collection is an annual collection, which commenced from the 2005 year. Data are submitted to NCVER via state training authorities and/or the senior secondary assessment authorities by 31 March in the year following activity. A summary of 2013 data was released by NCVER in early December 2014 in the VET in Schools data tables.

Accuracy

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:

- Percentage of unknown data
- The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing
- Inappropriate training organisation delivery locations
- The number of qualifications/courses that do not match the NTIS listing
- The number of modules/units of competency that do not match the NTIS listing
- Duplicate client identification
- Duplicate qualifications completed
- Reporting scopes
- Funding sources
- Outcome identifiers

The National VET in Schools Collection is an administrative collection, sourced from the student enrolment records through the senior secondary assessment authority in each state or territory. The data are submitted at unit record level either directly to NCVER or via state/territory training authorities. Prior to submission to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard

(AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. In the case of Census and PES data every effort is made to minimise reporting error by the careful design of questionnaires, intensive training and supervision of interviewers, and efficient data processing procedures. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment).

Another dimension of non-sampling error in ERP is the fact that the measures of components of population growth become more accurate as more time elapses after the reference period. As discussed under Timeliness, the tradeoff between timeliness and accuracy means that a user can access more accurate data by using the revised or final ERP data. While the vast majority of births and deaths are registered promptly, a small proportion of registrations are delayed for months or even years. As a result, preliminary quarterly estimates can be an underestimate of the true number of births and deaths occurring in a reference period. Revised figures for a reference period incorporate births and deaths registrations that were received after the preliminary data collection phase as well as the estimated number of registrations that have still not been received for that reference period. For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. The PES is conducted soon after the Census to estimate the number of residents not included in the Census. Factoring the PES results into determining the ERP is a critical step in arriving at the most accurate determination of ERP possible. For more information on rebasing see the feature article in the December quarter 2012 issue of Australian Demographic Statistics (cat. no. 3101.0).

Coherence

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

The National VET in Schools collection is governed by the VET in Schools administrative arrangements that are used in conjunction with AVETMISS. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

ERP was introduced in 1981 and backdated to 1971 as Australia's official measure of population based on place of usual residence. ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation). Before the introduction of ERP, the Australian population was based on unadjusted census counts on actual location basis. It is important to note this break in time series when comparing historical population estimates.

An improved method for calculating NOM was applied from September quarter 2006 onwards. The key change is the introduction of a '12/16 month rule' for measuring a person's residency in Australia replacing the '12/12 month rule'. This change results in a break in time series therefore it is not advised that NOM data calculated using the new method is compared to data previous to this. For further information see Information Paper: Further Improvements to Net Overseas Migration Estimation, Dec 2013 (cat. no. 3412.0.55.002).

The births and deaths data in this publication are not coherent with the data found in ABS births and deaths publications. This is because the revision cycle necessary to produce ERP results in a mix of preliminary births and deaths data, based on date of registration, and revised data which is a modelled estimate of births and deaths by date of occurrence. By contrast, the main tables of data in the births and deaths publications are based wholly on registration in the reference year, with some tables and analysis based wholly on date of occurrence data.

Accessibility

Summary information from the National VET Provider Collection is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>.

Summary information from the National VET in Schools Collection is available free of charge in the VET in Schools data tables on NCVER's website at: <http://www.ncver.edu.au/statistic/21068.html>.

Requests for more detailed statistical information from the National VET Provider Collection and the National VET in Schools Collection can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

ERP data is available in a variety of formats on the ABS website under the 3101.0 product families. The formats available free on the web are:

- The main features which has the key figures commentary,
- A pdf version of the publication,
- Time series spreadsheets on population change, components of change and interstate arrivals and departures,

If the information you require is not available as a standard product, then ABS Consultancy Services can help you with customised services to suit your needs. For inquiries contact the National Information and Referral Service on 1300 135 070. Alternatively, please email client.services@abs.gov.au

Interpretability

To aid interpretation, information on the National VET Provider Collection, the National VET in Schools Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collections use the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- [Australian and New Zealand Standard Classification of Occupations \(ANZSCO, previously ASCO\) \(ABS cat. no. 1220.0\)](#) to classify occupation

Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding

the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

Population estimation is also very different to sample survey-based estimation. This is because population estimation is largely based on a full enumeration of components. In the case of the population base, only the PES used sampled data to adjust for census net undercount. In the case of the components of population growth used to carry population estimates forward, Australia has a theoretically complete measure of each component.

Another example of a common misconception relates to the fact that the population projections presented in this publication are not predictions or forecasts. They are an assessment of what would happen to Australia's population if the assumed levels of components of population change - births, deaths and migration - were to hold into the future.

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

This measure does not include private RTOs who are not in receipt of government funding

Retention

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

Indicator definition and description

Element Access — Equity

Indicator Retention

Measure Definition

(computation)

Apparent retention rates (ARRs): The number of school students in a designated level/Year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling — at Year 7 or 8 — or at Year 10). Data are reported for:

(1) the proportion of students commencing secondary school at Year 7 or 8 and continuing to Year 10

(2) the proportion of students commencing secondary school at Year 7 or 8 and continuing to Year 12

(3) the proportion of Year 10 students continuing to Year 12.

Numerators and denominators

Numerator (1) – number of full-time students in Year 10 in the reporting year

Denominator (1) – number of full-time students in the base year (in year 7 three years previous to reporting year for NSW, Vic, Tas and ACT; in Year 8 two years previous to the reporting year for QLD, WA, SA and NT).

Numerator (2) – number of full-time students in Year 12 in reporting year

Denominator (2) – number of full-time students in the base year (in Year 7 five years previous to the reporting year for NSW, Vic, Tas and ACT; in Year 8 four years previous in Qld, WA, SA and NT).

Numerator (3)– number of full time students in Year 12 in reporting year

Denominator (3) – number of full-time students in the base year (in Year 10 two years previous to the reporting year).

In addition data including part-time students are provided for the Year 10 – 12 measure. This measure only provides information on those who are retained to Year 10 or Year 12. These students may or may not complete Year 10 or Year 12.

Computation/s:

The number of students in the relevant numerator year divided by the number of students in the denominator year. These data are provided by Indigenous status and for government, non-government and all schools. In addition data including part time students are provided for the Year 10 – 12 measure.

Data source/s

Numerator and denominator – non-finance National Schools Statistics Collection.

Non-finance NSSC. Data are published in *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0). Data are available annually

Data Quality Framework Dimensions

Institutional environment

The NSSC is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, the Australian Bureau of Statistics (ABS), and the Education Council.

NSSC (non-finance) data are collated by the ABS and are sourced from administrative school enrolment databases from the various state and territory departments of education for government data and the DEEWR for non-government data.

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see [ABS Institutional](#)

	<u>Environment.</u>
Relevance	<p>School student data are available by state/territory and Indigenous status but are not currently available by socioeconomic status.</p> <p>Information on Indigenous status is obtained from school enrolment forms which are generally completed by the primary carer of the child. The NSSC includes people who did not state their Indigenous status in the category 'non-Indigenous'.</p> <p>This indicator is calculated by dividing the number of students in Year 10 or Year 12 in the reference year by the number enrolled at the commencement of secondary school some years previously (depending on jurisdiction). Hence the measure is an Apparent Retention Rate (ARR). It is not a measure of the proportion of students who actually completed Year 10 or Year 12.</p> <p>Particularly in small jurisdictions, relatively small changes in student numbers can create apparently large movements in retention rates. In addition, the rates in the smaller jurisdictions may be noticeably affected by changes in such factors as the proportion of ungraded and/or mature aged students from year to year.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations manual. Data covers all students enrolled in school, some of whom may be taking a VET course.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results for each reporting year are released in March of the following year.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state education department to then forward aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education.</p> <p>The NSSC is based on information on each student enrolled at the time of the school census.</p> <p>Care should be taken in the interpretation of ARR as the method of calculation does not take into account a range of factors such as repeating students, inter-sector transfers and enrolment policies. For further details on the accuracy of the NSSC methodology and ARR, see Explanatory Notes of <i>Schools, Australia</i> (http://www8.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12009?OpenDocument) (cat. no. 4221.0).</p>
Coherence	<p>The ARR is based on those who are undertaking study at the Year 10 or Year 12 level as at August in the reference year and they may not go on to complete Year 10 or Year 12.</p> <p>The NSSC data items used to construct the ARR are consistent and comparable over time, and support assessment of annual change.</p> <p>The ARR measures change over a period of time. The numerator and denominator are sourced from different annual cycles of the NSSC, to follow the same age-cohort. Given the long analysis period, student transitions, such as migration or re-entry to the school system, have an effect on the accuracy of this calculation. In addition, the denominator is sourced from two different NSSC years due to different starting years for secondary school. For example, for the ARR from Year 7/8 to Year 10 in 2013, the denominator for NSW, Vic, Tas and ACT is sourced from NSSC 2010 (Year 7) and for Qld, WA, SA and NT is sourced from 2011 (Year 8).</p> <p>There is some variability in the reporting of Indigenous status, particularly in relation to not stated responses. This may result in some under reporting of Indigenous status, see Appendix 2: Collection of Indigenous Status of Students (http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02009?OpenDocument) (cat. no. 4221.0) 2009. Increases in the number of Indigenous students due to improvements in the reporting of Indigenous status may lead to increases in ARR for Indigenous students independently of changes in actual retention.</p> <p>Care should be taken in the interpretation of ARR as the method of calculation does not take into account a range of factors such as repeating students, migration, inter-sector transfers and enrolment policies. For further details on the accuracy of the</p>

	NSSC methodology and ARRs, see Explanatory Notes of <i>Schools, Australia</i> (http://www8.abs.gov.au/AUS STATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12009?OpenDocument) (cat. no. 4221.0).
Accessibility	Predominantly national level information is published in <i>Schools, Australia</i> (http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on State/Territory level information, are available on the ABS website.
Interpretability	<i>Schools, Australia</i> (http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0) includes explanatory notes and glossary available on the ABS website. Socioeconomic status is not yet available in the NSSC

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

- Data may not be reliable, for example the apparent retention rates are greater than 100 per cent in many cases. Work published by the ABS has noted the limitations of apparent retention rates as measures of engagement in senior secondary school (Rossiter and Duncan, 2006). The ABS has developed alternative measures of secondary school engagement (apparent continuation rates and apparent progression rates), but neither of these measures is currently available disaggregated by Indigenous status.

Recurrent expenditure per student

Data quality information for this indicator has been drafted by the Education Council, the Australian Government, State and Territory Governments and the ABS, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Recurrent expenditure per student
Measure (computation)	<p><u>Definition</u></p> <p>'Recurrent expenditure per student' is defined as all government recurrent expenditure per FTE student. It is reported for government schools by in-school primary, in-school secondary, out-of-school services and aggregations; and for non-government schools. It is also reported for all Australian government expenditure and state and territory government expenditure, by government and non-government sector.</p> <p><u>Numerator</u> – expenditure on government schools by categories identified in 'definition' above</p> <p><u>Denominator</u> – Full-time equivalent (FTE) students in government schools.</p> <p><u>Computation/s:</u></p> <p>The expenditure per full-time equivalent student in the categories identified in 'definition' above.</p> <p>State and territory expenditure for government schools are derived by subtracting reported Australian government expenditure on government schools from all government school expenditure (reported by SCSEEC).</p> <p>The nine previous years data are deflated using the GDP Price deflator to provide real expenditure, that can be compared with the current year.</p>

Data source/s	<p>Finance data are collected and quality assured by the Education Council National Schools Statistics Collection (NSSC) School Finance Statistics Group (SFSG); Student and staff data are collected from jurisdictions by the Australian Bureau of Statistics (ABS) on behalf of the Education Council as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the Education Council National Report on Schooling; Data from the non-finance NSSC is disseminated by the ABS through <i>Schools, Australia, 2013</i>, cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1999-2013' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 6 August 2014, <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument>.</p>
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Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator:</u></p> <p><i>Australian Government expenditure data (government and non-government schools):</i></p> <p>Australian Government expenditure data are collected by the Department of Finance (DoF). The Australian Government Department of Education and Department of Treasury (Treasury) both contribute financial information to the expenditure data that are collected. DoF plays an important role in assisting government across a wide range of policy areas to ensure its outcomes are met, particularly with regard to expenditure and financial management, deregulation reform and the operations of government.</p> <p><i>State and territory expenditure data (non-government schools):</i></p> <p>These data are collected and compiled by each of the eight state and territory governments, from their own records of budget allocations and expenditure.</p> <p><i>Overall government school expenditure data (provided by Education Council):</i></p> <p>The Education Council collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.</p> <p><u>Denominator:</u></p>
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For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see ABS Institutional Environment.

Relevance

Numerator:

Australian Government expenditure data (government and non-government schools):

Australian Government payments for specific purposes to support state education services are split across states and territories. This reporting shows how Specific Purpose Payments expenditure is attributed across states and territories.

State and territory expenditure data for non-government schools:

These data identify the extent of state and territory funding to non-government schools. These data reflect expenditure by state and territory governments to the non-Government schools sector (both Independent and Catholic, not disaggregated between these sectors). Data are provided on a whole of state allocation and apply to a range of expenditure types agreed by the School Education Working Group, and included in an agreed data manual.

Overall government school expenditure data (provided by Education Council)

Data relate to major expenditure categories and are provided both in total expenditure terms and in terms of cost per student.

Denominator:

These data supplied match the scope and definitions specified through the Notes, Instructions and Tabulations (NIT) document available on request from the ABS. Comparable statistics are provided for each of the states and territories and nationally. NSSC student data include students undertaking additional study where this is in conjunction with NSSC in-scope schooling. This additional study is included as part of the student's workload and includes educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.

Timeliness

Numerator:

Australian Government expenditure data (government and non-government schools):

Australian Government data for the Final Budget Outcome (FBO) are collected on an annual basis. Data are publicly available around October/November annually. The reference period for the FBO is the 2011-12 financial year.

State and territory expenditure data for non-government schools:

Data are collected in relation to financial year outcomes, on an annual basis for the RoGS. The data request is made in July for the financial year ending in the year prior. This is the first opportunity for them to be collected for the RoGS. Data providers (states and territories) may update these data for prior years, as part of the data provision process for each RoGS.

Overall government school expenditure data (provided by Education Council):

Data are collected annually on a financial year basis which accords with State and Territory financial reporting processes. The most recent available data are used.

Denominator:

The NSSC is an annual collection as at the first Friday in August of each year and provided to the ABS during November of the same year. Student FTE data are made available between January and March the following year.

Accuracy

Numerator:

Australian Government expenditure data (government and non-government schools):

The method of Australian Government data collection for FBO is through the Central Budget Management System (CBMS). The Australian Government Department of Education and Treasury are required to enter data, on a monthly basis to maintain this system. This then forms the basis of the expenditure data that appears in table 37 of

the FBO for the 2012-13 financial year. The Australian Government Department of Education minimises processing errors through the use of standard monitoring processes and financial system controls.

State and territory expenditure data for non-government schools:

The data are collected by states and territories through their budget and financial recording processes and have a high degree of accuracy. Data categories fit the definitions in the data manual, unless states or territories advise otherwise.

Overall government school expenditure data (provided by Education Council):

Data are derived from jurisdictions' audited annual accounts.

Denominator:

Data on government and non-government schools are collected from administrative school enrolment databases, collated by the ABS through the non-finance NSSC. 2012 and 2013 data forwarded to the ABS represent student counts. The ability to manage multiple records of enrolment may vary among systems administering enrolment data and over-reporting of students by some systems may occur. Where administration duplicates can be identified they should be removed by the administering systems during data validation processes conducted prior to providing the NSSC data to the ABS (or the Australian Government Department of Education for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this benchmark have a high degree of accuracy.

Coherence

Numerator:

Australian Government expenditure data (government and non-government schools):

The consistency of the Australian Government data for recurrent expenditure has changed from 2008-09 financial year with the introduction of the National Education Agreement (and associated National Schools SPP reported in the FBO), which commenced from 1 January 2009. The National Partnerships, including the Smarter Schools National Partnership, Closing the Gap – Northern Territory also commenced in the 2008-09 financial year. The Australian Government expenditure data by state and territory are consistent across states and territories and nationally.

State and territory expenditure data for non-government schools:

The data are consistent over time, subject to any inclusions or exclusions noted by states and territories. The counting rules and inclusions have remained consistent over recent RoGS editions. As programs vary across states and territories, some aspects of inclusions may differ, but within the agreed categories. A ten year time series is published in each RoGS. Other data in relation to state and territory government funding for non-government schools is included in the annual national Report on Schooling, published by ACARA.

Overall government school expenditure data (provided by Education Council):

Data are specialised in terms of established data standards and instructions.

Denominator:

Each state and territory government and the Australian Curriculum Assessment and Reporting Authority (ACARA) reports on school students. ABS NSSC data are sourced for national reporting mechanisms including the National Education Agreement, Report on Government Services and the National Report on Schooling in Australia.

Interpretability

Numerator:

Australian Government expenditure data (government and non-government schools):

There are no context issues that need to be considered in relation to the Australian Government data.

State and territory expenditure data for non-government schools:

This information can be considered in the context of all government funding for both

government and non-government schools, which is reported in each RoGS.

Overall government school expenditure data (provided by Education Council):

Data are nationally consistent and used for the National Report on Schooling.

Denominator:

Explanatory Notes and a Glossary accompanying the data are available on the ABS website, and include caveats and advice as appropriate.

<<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12011?OpenDocument>>

Accessibility

Numerator:

Australian Government expenditure data (government and non-government schools):

Unpublished Australian Government data cannot be requested as the FBO is only produced upon the completion of the financial year, in this case the 2012-13 financial year. The FBO report is produced in a PDF format. Contact details: Robyn Beutel (02) 6240 0993. DoF/Treasury released the 2013-14 FBO in September 2014.

State and territory expenditure data for non-government schools:

Data are unpublished and supplied by state and territory governments as one figure, not subdivided. These data are included in the RoGS in a time series and also in combination with ABS data as a measure of expenditure per Full Time Equivalent student.

Overall government school expenditure data (collected by Education Council):

Data are determined based on a derived nationally consistent basis and underpinning data are not directly available.

Denominator:

Results from the NSSC are presented on the ABS website in through data cubes (Excel spreadsheets including pivot tables). These tables offer a versatile source of data, enabling clients to tailor data to suit their information requirements.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

Care should be taken in interpretation of efficiency data:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion).

Recurrent expenditure per student – staff expenditure per student

Data quality information for this indicator has been drafted by the Education Council and the ABS, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Staff expenditure per student
Measure (computation)	<p><u>Definition</u></p> <p>Staff expenditure per student is defined as government recurrent expenditure on staff per FTE student in government schools.</p> <p>It is reported for government schools by in-school primary, in-school secondary, out-of-school services and aggregations</p> <p><u>Numerator</u> – expenditure on staff in government schools by categories identified in 'definition' above</p> <p><u>Denominator</u> – Full-time equivalent (FTE) students in government schools.</p> <p><u>Computation/s</u>:</p> <p>The expenditure per student (FTE) in the categories identified above.</p> <p>The four previous year's data are deflated using the GDP Price deflator to provide real expenditure, that can be compared with the current year.</p>
Data source/s	Finance data are collected and quality assured by the Education Council National Schools Statistics Collection (NSSC) School Finance Statistics Group (SFSG); Student and staff data are collected from jurisdictions by the Australian Bureau of Statistics (ABS) on behalf of the Education Council as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the SCSEEC National Report on Schooling; Data from the non-finance NSSC is disseminated by the ABS through <i>Schools, Australia, 2013</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1999-2013' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 6 August 2014, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument

Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator</u>:</p> <p>The Education Council collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.</p> <p><u>Denominator</u>:</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see <u>ABS Institutional Environment</u>.</p>
Relevance	<p><u>Numerator</u>:</p> <p>Data relate to major expenditure categories provided both as total expenditure and as cost per student.</p> <p><u>Denominator</u>:</p> <p>Data supplied match the scope and definitions specified through the Notes, Instructions and Tabulations (NIT) document available on request from the ABS. Comparable statistics are provided for each of the states and territories and nationally. NSSC student data includes students undertaking additional study where this is in conjunction with NSSC in-scope schooling. This additional study is included as part of the student's workload and includes educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.</p>
Timeliness	<p><u>Numerator</u>:</p>

Data are collected annually on a financial year basis which accords with state and territory financial reporting processes.

Denominator:

The NSSC is an annual collection as at the first Friday in August of each year and provided to the ABS during November of the same year. Student FTE data are published between January and March the following year.

Accuracy

Numerator:

Data are derived from jurisdiction's audited annual accounts.

Denominator:

Data on government and non-government schools are collected from administrative school enrolment databases, collated by the ABS through the non-finance NSSC. Data forwarded to the ABS represent student counts. The ability to manage multiple records of enrolment may vary among systems administering enrolment data and may result in over-reporting of students by some systems. Where administration duplicates can be identified they should be removed by the administering systems during data validation processes conducted prior to providing the NSSC data to the ABS (or the Commonwealth Department of Education for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this benchmark have a high degree of accuracy.

Coherence

Numerator:

Data are specialised in terms of established data standards and instructions.

Denominator:

Each state and territory government reports on school students, the Australian Curriculum Assessment & Reporting Authority (ACARA) reports on school students and the five-yearly Census of Population and Housing includes information on children attending school. ABS NSSC data are sourced for national reporting mechanisms including the National Education Agreement, Report on Government Services and the National Report on Schooling in Australia.

Interpretability

Numerator:

Nationally consistent data that are used for the National Report on Schooling.

Denominator:

Explanatory Notes and a Glossary accompany the data available on the ABS website, and include caveats and advice as appropriate.

Accessibility

Numerator:

Data are determined based on a derived nationally consistent basis and underpinning data are not directly available.

Denominator:

Results from the NSSC are presented on the ABS website in data cubes (Excel spreadsheets including pivot tables). These tables offer a versatile source of data, enabling clients to tailor data to suit their information requirements.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

Care should be taken in interpretation of efficiency data:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors

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- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
 - the 'staff expenditure per student' measure is partial in nature, as it does not reflect the full cost per student. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

User cost of capital per student

Data quality information for this indicator has been drafted by the SCSEEC and the ABS, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	User cost of capital per student
Measure (computation)	<p><u>Definition</u></p> <p>The notional costs to governments of the funds tied up in capital used to produce services (for example, land and buildings owned by government schools) per FTE student</p> <p><u>Numerator</u> – 8 per cent of the value of non-current physical assets of government schools (for example, land, buildings, plant and equipment) which are re-valued over time.</p> <p><u>Denominator</u> – number of full time equivalent students in government schools.</p> <p><u>Computation/s</u>:</p> <p>The numerator divided by the denominator (above).</p>

Data source/s	Finance data are collected and quality assured by the Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) School Finance Statistics Group (SFSG); Student and staff data are collected from jurisdictions by the Australian Bureau of Statistics (ABS) on behalf of SCSEEC as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the SCSEEC National Report on Schooling; Data from the non-finance NSSC are disseminated by the ABS through <i>Schools, Australia, 2012</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1996-2012' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 15 August 2013, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument >.
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Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator</u>:</p> <p>SCSEEC collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.</p> <p><u>Denominator</u>:</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p><u>Numerator</u>:</p> <p>Data relate to major expenditure categories provided both as total expenditure and in terms of cost per student (FTE).</p> <p><u>Denominator</u>:</p> <p>The data supplied matches the scope and definitions specified through the Notes, Instructions and Tabulations (NIT) document available on request from the ABS. Comparable statistics are provided for each of the states and territories and nationally. NSSC student data includes students undertaking additional educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.</p>
Timeliness	<p><u>Numerator</u>:</p> <p>Data are collected annually on a financial year basis which accords with State and Territory financial reporting processes. The most recent available data are used.</p>

	<p><u>Denominator:</u></p> <p>The NSSC is an annual collection as at the first Friday in August of each year and provided to the ABS during November of the same year. Student FTE data are made available between January and March the following year.</p>
Accuracy	<p><u>Numerator:</u></p> <p>Data are derived from jurisdictions' audited annual accounts.</p> <p><u>Denominator:</u></p> <p>The NSSC is an administrative by-product collection from data collected from enrolment forms. 2011 and 2012 data forwarded to the ABS represent student counts. The ability to manage multiple records of enrolment may vary among systems administering enrolment data and may result in over-reporting of students by some systems. Where administration duplicates can be identified they should be removed by the administering systems during data validation processes conducted prior to providing the NSSC data to the ABS (or the Australian Government Department of Education, for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this indicator have a high degree of accuracy.</p>
Coherence	<p><u>Numerator:</u></p> <p>Data are specialised in terms of established data standards and instructions.</p> <p><u>Denominator:</u></p> <p>Each state and territory government and the Australian Curriculum Assessment & Reporting Authority (ACARA) reports on school students. ABS NSSC data are sourced for national reporting mechanisms including the National Education Agreement, Report on Government Services and the National Report on Schooling in Australia.</p>
Interpretability	<p><u>Numerator:</u></p> <p>Data are nationally consistent and used for the National Report on Schooling.</p> <p><u>Denominator:</u></p> <p>Explanatory Notes and a Glossary accompany the data available on the ABS website, and include caveats and advice as appropriate.</p>
Accessibility	<p><u>Numerator:</u></p> <p>Data are determined based on a derived nationally consistent basis and underpinning data are not directly available.</p> <p><u>Denominator:</u></p> <p>Results from the NSSC are presented on the ABS website in data cubes (Excel spreadsheets including pivot tables). These tables offer a versatile source of data, enabling clients to tailor data to suit their information requirements.</p>

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <p>The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:</p> <ul style="list-style-type: none"> • often a significant component of the cost of services • often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers). <p>Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets (for example, land, buildings, plant and equipment) which are re-valued over time.</p>
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Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

Efficiency data are difficult to interpret and this indicator in particular is only partial in nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Student-to-staff ratio

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

Indicator definition and description

Element	Efficiency
Indicator	Student-to-staff ratio
Measure (computation)	<p><u>Definition</u></p> <p>The FTE (full-time equivalent) of students per FTE of staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff.</p> <p><u>Numerator/s</u></p> <p>The FTE of students</p> <p><u>Denominator/s</u></p> <p>The FTE of staff.</p> <p><u>Computation/s:</u></p> <p>The numerator (above) divided by the denominator (above) Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff, by jurisdiction</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>Numerator: National Schools Statistics Collection (NSSC) data; and unpublished data from <i>Schools, Australia</i>, (cat. no. 4221.0).</p> <p>The student to staff ratios for teaching staff are available directly from published data. The ratios for non-teaching staff and all staff are derived from a range of published NSSC data.</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the National Schools Statistics Collection (NSSC) (non-finance) and are based on the annual School census. This collection was established through the work of the former Australian Education Council, later the Ministerial Council on Education, Employment and Youth Affairs, now the Education Council.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>School student data are available by state/territory and for full-time students and full plus part-time students. Rates are based on FTE school students and FTE staff.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data covers all students enrolled in school, some of whom may be taking additional educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August each year by state and territory departments of education. The results from the 2013 NSSC were released in March 2014.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state education department, which then forwards aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education.</p>

The NSSC is based on information on each student enrolled at the time of the school census.

Coherence

Data for jurisdictions are comparable and are collected in accordance with national standards. Before sending data to the ABS, each state and territory education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some jurisdictions.

Cross border enrolments may affect consistency between the populations at the numerator and denominator.

Each state and territory government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly ABS Census of Population and Housing includes information on children attending school.

Accessibility

Schools, Australia (cat. no. 4221.0) includes explanatory notes and a glossary available on the ABS website.

Interpretability

Published information is included in *Schools, Australia* (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While a low or decreasing student-to-teacher ratio may reflect decreasing efficiency, it may also reflect a higher quality education system, if a lower ratio leads to better student outcomes
- the student-to-staff ratio is aggregated across all subjects and Year levels, and does not distinguish between subjects and/or Year levels where different ratios may be appropriate
- the student-to-staff ratio is affected by factors that may differ across the states and territories, including population dispersion (leading to a larger proportion of small schools), the proportion of special needs students, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), and the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

Learning outcomes – Reading performance, writing performance, numeracy performance (NAPLAN)

Data quality information for NAPLAN outcomes for these indicators has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ACARA), with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' (reading performance, writing performance, numeracy performance)
Measure (computation)	<p><u>Definition</u></p> <p><u>Measures</u></p> <ul style="list-style-type: none">• Proportion of students who achieved at or above the national minimum standard (for reading, writing and numeracy, in years 3, 5, 7 and 9)• NAPLAN mean scale scores for students (for reading, writing and numeracy in years 3, 5, 7 and 9) <p><u>Computation</u></p> <p>The mean scale score is calculated as the average of the NAPLAN scale scores across all non-exempt students.</p> <p>The proportion of students at or above the minimum standard is also calculated using NAPLAN scale scores.</p> <p>Confidence intervals:</p> <ul style="list-style-type: none">• <u>Reading CIs</u>: Confidence interval data for the "proportion of students who achieved at or above the national minimum standard" and "mean scale scores" in reading for Years 3, 5, 7 and 9• <u>Persuasive Writing CIs</u>: Confidence interval data for the "proportion of students who achieved at or above the national minimum standard" and "mean scale scores" in persuasive writing for Years 3, 5, 7 and 9• <u>Numeracy CIs</u>: Confidence interval data for the "proportion of students who achieved at or above the national minimum standard" and "mean scale scores" in numeracy for Years 3, 5, 7 and 9
Data source/s	Student-level data includes NAPLAN test responses, some of which are scored by contractors, and student background variables which are provided by the schools. This data are collected at school-level and checked by Test Administration Authorities (TAAs). Student-level data are provided to ACARA by TAAs. A contractor uses this data to generate NAPLAN scale scores for all non-exempt students. That contractor performs the analyses for the National Report. .

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Individual schools send this data under a set of protocols to the Test Administration Authorities for the states and territories</p> <p>Collection authority: ACARA Act 2008</p> <p>Data Compiler(s): ACARA's contractor</p>
Relevance	<p><i>Level of geography</i>: Data are available at National and State/Territory levels, by general population, language background other than English, male and female, indigenous and non-indigenous, geographic location, indigenous and non-indigenous by geographic location, and parental education and parental occupation.</p> <p><i>Data completeness</i>: Yes.</p> <p><i>Numerator/Denominator source</i>: The numerator and denominator are compiled from a single source, with the exception of the national report aggregated data provided by ACARA's contractor.</p> <p><i>For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included?</i> Schools included are those whose students sit NAPLAN tests.</p>

	<i>Have standard classifications been used? Yes.</i>
Timeliness	Collection interval/s: The NAPLAN tests are conducted annually. Data available: The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2014 was published by ACARA on 10 December 2014.
Accuracy	Method of Collection: Test Administration Authorities provide the data to ACARA. ACARA then provides the data to the National Report Contractor to generate the scale scores. Data Adjustments: Raw NAPLAN scores are converted to scaled scores Sample/Collection size: The collection size is a census of NAPLAN participating years (3,5,7,9) Known Issues: Confidence intervals should be considered when ranking jurisdictions. The confidence intervals used to compare jurisdictions within a calendar year are not the same confidence intervals used to compare across calendar years Year to year change: Caution should be exercised when using the data to measure small changes from year to year; 95 per cent confidence intervals have been provided to the Steering Committee Is the data being used attitudinal or data? - Data The abbreviation 'n.p.' indicates data not published as there were no students tested or the number of students tested was less than 30. The abbreviation '-' indicates that the geographic location code does not apply within this State/Territory or for this year level.
Coherence	Consistency over time: NAPLAN results are collected in a consistent manner annually The numerator and denominator are compiled from a single source, with the exception of the national report aggregated data provided by ACARA's contractor The data are consistent with data supplied in previous reporting rounds. Jurisdiction estimate calculation: Yes Nationally, there was an apparent moderate decrease in persuasive writing performance in 2014 relative to that observed in 2011. However 2014 writing performance was not substantially different from that observed in 2013 at the national level. There are a number of factors that may have contributed to this result, rather than an actual overall decline in students' writing ability and performance. This is being investigated.
Accessibility:	The data are available in PDF format at http://www.nap.edu.au/results-and-reports/national-reports.html .
Interpretability	Other Supporting information: FAQs on (http://www.nap.edu.au/information/faqs/faqs.html). Socioeconomic status derivation: NA Socioeconomic status quintiles derivation: NA The data are available in PDF format at (http://www.nap.edu.au/results-and-reports/national-reports.html).

Data Gaps/Issues Analysis

Key data gaps/issues	The Steering Committee notes the following issues: <ul style="list-style-type: none"> • Students are classified in four ways: present, exempt, absent, withdrawn. Exempt students are deemed not to have met the national minimum standard. • Published confidence intervals are used for student 'gain' from 2010-2012-2014.
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Learning outcomes – Science literacy performance - NAP

Data quality information for this indicator has been drafted by the ACARA, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – science literacy performance
Measure (computation)	<p><u>Definition</u></p> <p>Percentage of students achieving at or above the proficient standard on the scientific literacy scale by jurisdiction. These data are also reported by sex, Indigenous status, and geolocation for 2003, 2006, 2009 and 2012, and by LBOTE status for 2003, 2009 and 2012. The proficient standard for performance in scientific literacy is set at proficiency level 3.2 (of Level 2 and below to Level 4 and above) for year 6.</p> <p><u>Numerator</u></p> <p>Number of year 6 students assessed achieving at or above proficiency level 3.2 on the scientific literacy scale</p> <p><u>Denominator</u></p> <p>Number of year 6 students assessed on scientific literacy</p> <p><u>Computation/s:</u></p> <p>The proportion of assessed year 6 students who achieve at or above the proficient standard for scientific literacy.</p>
Data source/s	Published report by ACARA (2013).

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): The Contractor/Data Compiler collects data under a set of protocols from a sample of schools selected to participate in the test. Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of results at the national, state and territory level.</p> <p>Collection authority: ACARA Act</p> <p>Data Compiler(s): the contractor (in 2012, the contractor was Educational Assessment Australia, EAA)</p>
Relevance	<p>Level of Geography: Data are available by National, State and Territory, and geo-location levels.</p> <p>Data Completeness: data are complete</p> <p>Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.</p> <p>Socioeconomic status data: Limited data are available by parental education and parental occupation, by State and Territory</p> <p>Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of the national report aggregated data provided by ACARA's contractor.</p> <p>The original purpose for collecting the data are to report against the national key performance measure detailed in the Measurement Framework for Schooling in Australia, which provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for Young Australians.</p> <p>Have standard classifications been used? If not, why not? Yes they have been used.</p>
Timeliness	<p>Collection interval/s: The Science Literacy test is conducted every three years.</p> <p>Data available: (for most recent data – 2012) The 2012 National Assessment</p>

	<p>Program – Science Literacy (NAP-SL) Public Report and the 2012 NAP-SL Technical Report were both released by ACARA in 2013.</p> <p>Updates to the data after its release are not likely.</p>
Accuracy	<p>Method of Collection: Is collected at school level by ACARA's contractor, who then provides the data to ACARA.</p> <p>Data Adjustments: Raw NAP-SL scores are converted to scaled scores.</p> <p>Sample/Collection size: The collection size is a nationally representative sample of Year 6 students.</p> <p>Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided.</p> <p>Known Issues: Confidence intervals should be considered when ranking jurisdictions.</p> <p>Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next; 95 per cent confidence intervals have been provided.</p> <p>The following quality control measures were undertaken:</p> <ul style="list-style-type: none"> • Student responses/scores were entered separately by two trained operators and a program compared the scores from each entry and identified any discrepancies. Any discrepancy was highlighted and checked by the supervisor and the correct response/score recorded. Range check validations were also conducted. • Parallel processing: Procedures undertaken for the conduct of the sampling, data analysis and equating were carried out by the contractor and a subcontractor independently, with results from each cross-checked for accuracy.
Coherence	<p>Consistency over time: NAP-SL results are collected in a consistent manner every three years.</p> <p>State and Territory data are consistent with each other and the Australian level.</p> <p>The numerator and denominator are compiled from a single source.</p> <p>The data are consistent with data supplied in previous reporting round.</p> <p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p>
Interpretability	<p>Context: Yes, this is within the context of the NAP-SL testing and reporting environment.</p> <p>Other Supporting information: FAQs and Glossary on www.nap.edu.au</p> <p>Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported</p> <p>Socioeconomic status derivation: Not available</p> <p>Socioeconomic status quintiles derivation: Not available</p>
Accessibility	<p>Data publicly available on www.nap.edu.au</p> <p>Data are not available prior to public access.</p> <p>Supplementary data are available upon request.</p> <p>The data are available in PDF format.</p>

Interpretability

Context: Yes, this is within the context of the NAP-SL testing and reporting environment.

Other Supporting information: FAQs and Glossary on www.nap.edu.au

Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported

Socioeconomic status derivation: Not available

Socioeconomic status quintiles derivation: Not available

Data Gaps/Issues Analysis**Key data
gaps/issues**

The Steering Committee notes the following issues:

- This is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students tested. Confidence intervals are provided.

Learning outcomes – Civics and citizenship performance – NAP

Data quality information for this indicator has been drafted by the ACARA, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – civics and citizenship performance (NAP)
Measure (computation)	Proportion of sample of year 6 and year 10 students achieving at or above the proficient standard for civics and citizenship by jurisdiction. These data are also reported by sex, Indigenous status, LBOTE status, country of birth, socioeconomic status and geolocation (national data only for subgroups). The proficient standard for civics and citizenship performance is set at proficiency level 2 for year 6, and at level 3 for year 10, (of below level 1 to level 5).

Numerator

Number of year 6 and year 10 students assessed achieving proficiency level 2 or above for year 6, and at level 3 or above for year 10 for civics and citizenship performance

Denominator

Number of year 6 and year 10 students assessed on civics and citizenship knowledge and understanding

Computation/s:

The proportion of assessed year 6 and year 10 students who achieve at or above proficiency level 2 for year 6, and at or above level 3 for year 10 for civics and citizenship performance

Data source/s Published report by ACARA (2014)

Data Quality Framework Dimensions

Institutional environment Data Collector(s): The Contractor/Data Compiler collects data under a set of protocols from a sample of schools selected to participate in the test.. Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of results at the national, state and territory level.'

Collection authority: ACARA Act

Data Compiler(s): the contractor (in 2013, the contractor was the Australian Council for Educational Research, ACER)

Relevance Level of Geography: Data are available by National, State and Territory, and geo-location levels.

Data Completeness: data are complete

Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.

Socioeconomic status data: Limited data are available by parental education and parental occupation, by State and Territory

Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of the national report aggregated data provided by ACARA's contractor.

The original purpose for collecting the data are to report against the national key performance measure detailed in the Measurement Framework for Schooling in Australia, which provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for Young Australians.

Have standard classifications been used? If not, why not? Yes they have been used.

Timeliness	<p>Collection interval/s: The Civics and Citizenship test is conducted every three years.</p> <p>Data available: (for most recent data – 2013) The 2013 NAP Civics and citizenship Year 6 and Year 10 Report and the 2013 NAP Civics and citizenship Technical Report were released by ACARA in (month) 2014.</p> <p>Updates to the data after its release are not likely.</p>
Accuracy	<p>Method of Collection: is collected at school-level by ACARA's contractor, who then provides the data to ACARA.</p> <p>Data Adjustments: Raw NAP CC scores are converted to scaled scores.</p> <p>Sample/Collection size: The collection size is a nationally representative sample of Year 6 and Year 10 students.</p> <p>Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided.</p> <p>Known Issues: Confidence intervals should be considered when ranking jurisdictions.</p> <p>Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next.</p>
Coherence	<p>Consistency over time: NAP CC results are collected in a consistent manner every three years.</p> <p>State and Territory data are consistent with each other and the Australian level.</p> <p>The numerator and denominator are compiled from a single source.</p> <p>The data are consistent with data supplied in previous reporting round.</p> <p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p>
Interpretability	<p>Context: Yes, this is within the context of the NAP CC testing and reporting environment.</p> <p>Other Supporting information: FAQs and Glossary on www.nap.edu.au</p> <p>Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported</p> <p>Socioeconomic status derivation: Not available</p> <p>Socioeconomic status quintiles derivation: Not available</p>
Accessibility	<p>Data publicly available on www.nap.edu.au</p> <p>Data are not available prior to public access.</p> <p>Supplementary data are available upon request.</p> <p>The data are available in PDF format.</p>

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • This is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students tested. Confidence intervals are provided.
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Learning outcomes – ICT literacy performance – NAP

Data quality information for this indicator has been drafted by the ACARA, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – Information and communication technologies (ICT) literacy performance (NAP)
Measure (computation)	<p>Proportion of sample of year 6 and year 10 students achieving at or above the proficient standard in ICT literacy by jurisdiction. These data are also reported by sex, Indigenous status, LBOTE status, country of birth, socioeconomic status and geolocation (national data only for subgroups). The proficient standard for ICT literacy performance is set at the boundary between proficiency levels 2 and 3 for year 6, and at the boundary between proficiency levels 3 and 4 for year 10, (of levels 1 to 6). Data are reported for 2005, 2008 and 2011.</p> <p><u>Numerator</u></p> <p>Number of year 6 and year 10 students assessed achieving proficiency level 3 or above for year 6, and at level 4 or above for year 10 on ICT literacy knowledge and understanding</p> <p><u>Denominator</u></p> <p>Number of year 6 and year 10 students assessed on the ICT literacy knowledge and understanding</p> <p><u>Computation/s:</u></p> <p>The proportion of assessed year 6 and year 10 students who achieve at or above proficiency level 3 for year 6, and at level 4 or above for year 10 on the ICT literacy performance.</p>
Data source/s	Published reports by MCEECDYA (2010) and ACARA (2012).

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): The Contractor/Data Compiler collects data under a set of protocols from a sample of schools selected to participate in the test.. Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of results at the national, state and territory level.'</p> <p>Collection authority: ACARA Act</p> <p>Data Compiler(s): the contractor (in 2011, the contractor was the Australian Council for Educational Research, ACER))</p>
Relevance	<p>Level of Geography: Data are available by national, state and territory, and geo-location levels.</p> <p>Data Completeness: data are complete</p> <p>Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.</p> <p>Socioeconomic status data: Limited data are available by parental education and parental occupation, by State and Territory</p> <p>Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of the national report aggregated data provided by ACARA's contractor.</p> <p>The original purpose for collecting the data are to report against the national key performance measures detailed in the Measurement Framework for Schooling in Australia, which provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for Young Australians.</p>

	Have standard classifications been used? If not, why not? Yes they have been used.
Timeliness	<p>Collection interval/s: The ICT Literacy test is conducted every three years.</p> <p>Data available: (for most recent data – 2011) The 2011 NAP ICT Literacy Year 6 and Year 10 Report and the 2011 NAP ICT Literacy Technical Report were both released by ACARA in 2012.</p> <p>Updates to the data after its release are not likely.</p>
Accuracy	<p>Method of Collection: Is collected at the school-level by ACARA's contractor who then provides the data to ACARA.</p> <p>Data Adjustments: Raw NAP ICT Literacy scores are converted to scaled scores.</p> <p>Sample/Collection size: The collection size is a nationally representative sample of Year 6 and Year 10 students.</p> <p>Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided.</p> <p>Known Issues: Confidence intervals should be considered when ranking jurisdictions.</p> <p>Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next.</p>
Coherence	<p>Consistency over time: NAP ICT Literacy results are collected in a consistent manner every three years.</p> <p>State and Territory data are consistent with each other and the Australian level.</p> <p>The numerator and denominator are compiled from a single source.</p> <p>The data are consistent with data supplied in previous reporting round.</p> <p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p>
Interpretability	<p>Context: Yes, this is within the context of the NAP ICT Literacy testing and reporting environment.</p> <p>Other Supporting information: FAQs and Glossary on www.nap.edu.au</p> <p>Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported</p> <p>Socioeconomic status derivation: Not available</p> <p>Socioeconomic status quintiles derivation: Not available</p>
Accessibility	<p>Data publicly available on www.nap.edu.au</p> <p>Data are not available prior to public access.</p> <p>Supplementary data are available upon request.</p> <p>The data are available in PDF format.</p>

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • This is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students tested. Confidence intervals are provided.
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Learning outcomes – The proportion of students in the achieving at or above the proficient standard, and in bottom and top levels of performance in international testing (PISA 2012, TIMSS 2011 and PIRLS 2011).

Data quality information for this indicator has been drafted by the School Education Working Group, and sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ACER), with additional material supplied by ACER and Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – (reading literacy, scientific literacy, mathematical literacy performance)
Measure	<p>Proportion of students that achieved at or above the nationally agreed proficiency level</p> <ul style="list-style-type: none"> • Numerator: number of students who achieved at or above the nationally agreed proficiency level <ul style="list-style-type: none"> - PISA: level 3 for each of reading literacy, mathematical literacy and scientific literacy - TIMSS: intermediate and above (years 4 and 8 mathematics achievement and science achievement) - PIRLS: intermediate and above (year 4 reading literacy performance) • Denominator: total population of all students (15 year old students participating in PISA; years 4 and 8 students participating in TIMSS and PIRLS) <p>Proportion of students in top and bottom levels of performance</p> <ul style="list-style-type: none"> • Numerator top level: number of students who achieved: <ul style="list-style-type: none"> - PISA: at level 5 and level 6 on each of reading literacy, mathematical literacy and scientific literacy - TIMSS and PIRLS: above the Intermediate benchmark on each of reading literacy performance (PIRLS Year 4); mathematics achievement and science achievement (TIMSS years 4 and 8). • Numerator bottom level: number of students who achieved <ul style="list-style-type: none"> - PISA: at level 1 or below on each of reading literacy, mathematical literacy and scientific literacy - TIMSS and PIRLS: below the Intermediate benchmark on each of reading literacy performance (PIRLS Year 4); mathematics achievement and science achievement (TIMSS years 4 and 8). • Denominator: total population of all students (15 year old students participating in PISA; years 4 and 8 students participating in TIMSS and PIRLS).
Data source	PISA 2012 and earlier PISA cycles; TIMSS 2011 and earlier TIMSS cycles; PIRLS 2011

Data Quality Framework Dimensions

Institutional Environment	<p>The data were collected by the Australian Council for Educational Research (ACER). ACER is an independent not for profit educational research company.</p> <p>ACER are contracted by the Australian and State and Territory Governments to manage PISA, TIMSS and PIRLS in Australia</p> <p>Data are collected from students, teachers and schools directly by ACER. Statistical confidentiality is assured. All identifying data are removed from the data file prior to submission to the International Study Centre.</p> <p>The data are collected as part of the National Assessment Program. Participation of selected schools is mandatory, participation of students is voluntary.</p>
Relevance	<p>Level of Geography: State/Territory, Metropolitan, Provincial and Remote</p> <p>Data Completeness: All data are available from this data source</p>

	Indigenous Statistics: Indigenous status is obtained from students
	Socioeconomic status data: Socioeconomic status is available at all data levels
	Numerator/Denominator Source: Yes
Timeliness	Collection interval/s: every 3 years (PISA); every 4 years (TIMSS); every 5 years (PIRLS).
	Data available: December 2013 (PISA 2012); December 2012 (TIMSS 2011; PIRLS 2011)
	Referenced Period: The data are collected during the 2012 school year (PISA 2012); 2010 school year (TIMSS 2011; PIRLS 2011)
	No revisions likely.
	Single data source only
	No other less frequent data sources that contain more detailed data can be used in other reporting years
Accuracy	Method of Collection: For PISA the test and questionnaires are administered to selected students in selected schools by independent test administrators who are employed by and trained by ACER. For TIMSS and PIRLS the test and questionnaires are administered to selected classes in selected schools by teachers at the school who are not teachers of the selected students.
	Data Adjustments: data are weighted only.
	Sample/Collection size: 14 481 students aged who are aged between 15 years and 3 months and 16 years and 2 months at the beginning of the testing period (PISA 2012). The TIMSS 2011 and PIRLS 2011 sample is about 6 150 students at Year 4 and the TIMSS 2011 sample is about 7 500 students at Year 8.
	Response rate: Student response rate is about 95 per cent.
	Standard Errors: These vary but are included in tables where required.
	Data are test achievement data.
	There are no particular data tables for the performance indicator that require more detailed information or explanation.
	There are no external factors that may impact on the consistency of the data for the performance indicator.
	There are no revisions expected.
Coherence	The data are internally consistent.
	The numerator and denominator are compiled from a single source.
	The data are consistent with data supplied in previous reporting rounds.
	There have been no changes to the underlying data collection.
	No real world events have impacted on the data or its management.
	These data are not comparable with any other data sources.
Interpretability	All terms used in analysis are explained in the reports available from www.acer.edu.au/timss and from www.acer.edu.au/ozpisa
	There are no ambiguous terms.
Accessibility	Data are publicly available from www.acer.edu.au/timss and from www.acer.edu.au/ozpisa . Some unpublished data have been provided by ACER for this report.

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • The population sample for this data collection does not support disaggregation at the State and Territory level by Indigenous status. Further analysis is required to determine whether an alternative data source is necessary and/or more refined
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indicators/measures developed.

- The disaggregation of data to report students in the 'top' and 'bottom' levels of performance has resulted in larger RSEs than for the disaggregation of data to report students 'at or above the national minimum standard'. The size of the RSEs affects the ability to identify small movements over time.
- PISA data do not account for the differences in school starting ages across states and territories — a 15 year old in one jurisdiction could be in year 9, while a 15 year old in another jurisdiction could be in year 11.

Learning outcomes – The proportions of sampled students achieving at various proficiency levels, and mean scale scores on the ICILS.

Data quality information for this indicator has been drafted by the School Education Working Group, with additional material supplied by ACER and Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes'
Measure	1. Proportion of students that achieved at each proficiency level (there is no nationally agreed proficiency level) Numerator: number of students who achieved at each proficiency level Denominator: total population of year 8 students participating in ICILS 2. the mean score for students
Data source	ICILS 2013

Data Quality Framework Dimensions

Institutional Environment	The data were collected by the Australian Council for Educational Research (ACER). ACER is an independent not for profit educational research company. Data are collected from students, teachers and schools directly by ACER. Statistical confidentiality is assured. Participation of selected schools is voluntary.
Relevance	Level of Geography: All students, geographically remote students Data Completeness: All data are available from this data source Indigenous Statistics: Indigenous status is obtained from students Socioeconomic status data: Socioeconomic status is available Numerator/Denominator Source: Yes
Timeliness	Collection interval/s: This is the first collection of ICILS data.. Data available: November 2014 Referenced Period: Australian data are collected in November 2013 No revisions likely. Single data source only No other less frequent data sources that contain more detailed data can be used in other reporting years
Accuracy	Method of Collection: The test and questionnaires are administered to selected classes in selected schools by external Test Administrators. The ICILS student assessment and questionnaire were administered solely on computer. Data Adjustments: data are weighted. Sample/Collection size: 5326 students in Year 8. Response rate: Student response rate is about 88 per cent. Standard Errors: These vary but are included in tables where required. Data are test achievement data. There are no particular data tables for the performance indicator that require more detailed information or explanation. There are no external factors that may impact on the consistency of the data for the performance indicator. There are no revisions expected.
Coherence	The data are internally consistent.

	<p>The numerator and denominator are compiled from a single source.</p> <p>The data are consistent with data supplied in previous reporting rounds.</p> <p>There have been no changes to the underlying data collection.</p> <p>No real world events have impacted on the data or its management.</p> <p>These data are not comparable with any other data sources.</p>
Interpretability	<p>All terms used in analysis are explained in the reports available from http://www.acer.edu.au/aus-icils/reports</p> <p>There are no ambiguous terms.</p>
Accessibility	<p>Data will be publicly available from February 2015 at http://www.acer.edu.au/aus-icils/data</p> <p>Some unpublished data have been provided by ACER for this report.</p>
<u>Data Gaps/Issues Analysis</u>	
Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <p>The sample for this data collection does not support disaggregation at the State and Territory level by Indigenous status.</p>

Completion (year 12)

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

Indicator definition and description

Element	Outcome
Indicator	Completion
Measure (computation)	<p><u>Definition</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population, by socio-economic status and geolocation.</p> <p><u>Numerator/s</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent (these criteria vary across jurisdictions) by socio-economic status and geolocation.</p> <p><u>Denominator/s</u></p> <p>The estimated potential year 12 population (an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five) by socio-economic status and geolocation.</p> <p><u>Computation/s:</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent divided by the estimated potential year 12 population. These are provided as follows for socio-economic status (high, medium, low) and by geolocation (metropolitan, provincial, remote, very remote):</p> <p>Socio-economic status: The ABS Postal Area Index of Relative Socio-economic Disadvantage is used to calculate socioeconomic status on the basis of postcode of students' home addresses.</p> <p>Geolocation: Definitions for geolocation are based on the agreed MCEECDYA Geographic Location Classification adapted to the Australian Statistical Geography Standard (ASGS) which was introduced in 2011.</p> <p>A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>Australian Government Department of Education (unpublished) – sourced from states and territories qualification authorities.</p> <p><u>Denominator/s:</u></p> <p>Australian Government Department of Education (unpublished) – sourced from ABS population data based on the 2011 Census of Population and Housing</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): The data were collected by each of the eight state/territory Australian Curriculum, Assessment and Certification Authorities (ACACA) boards.</p> <p>Collection authority: Collected at request of MCEECDYA and Steering Committee for the Review of Government Service Provision</p> <p>Data Compiler(s): Compiled by the Australian Government Department of Education</p> <p>Australian Government Department of Education requests summary data at the postcode level. Significant errors picked up in subsequent report periods.</p>
Relevance	<p>Data topic: Students under 20 years of age, issued with Year 12 Certificates by sex and postcode. The certificates reported include:</p> <ul style="list-style-type: none">• NSW - Year 12 Students Completing the Requirements of the High School Certificate (HSC);

- VIC - Year 12 Students Completing the Requirements of the Victorian Certificate of Education (VCE)) and Victorian Certificate of Applied Learning (VCAL) - Intermediate and Senior levels;
- QLD - Year 12 Students who received a Senior Statement;
- WA - Year 12 Students Receiving a Statement of Results for Completing at least one full year Curriculum Council Subject;
- SA - Students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia includes students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.
- TAS* - Year 12 Students Completing the Requirements of the Tasmanian Certificate of Education ;
- ACT - Year 12 Students Completing the Requirements of the ACT Year 12 Certificate.
- NT - Year 12 Students Completing the Requirements of the Northern Territory Certificate of Education;

* In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.

Level of geography: Data are collected at the postcode level.

Key Data Items: Year 12 completion rates, by region and SES status, which are both calculated from postcode data.

Numerator/Denominator Source: The numerator is calculated based on Year 12 certificate data supplied by the state/territory examination boards. The denominator is based on Estimated Resident Population data released by the ABS at the SLA level for 15 to 19 year olds by sex.

Year 12 Completions data are collected to construct indicators showing the relative rates of young people completing senior secondary school education across different socio economic groups and across geographic regions by state. The collection has limited scope. The data refer predominantly to Year 12 Certificates issued from mainly academic streams, and so does not include completions from courses that have a large vocational component. The collection is therefore not suitable as a measure of Year 12 or equivalent attainment. Definitions of completions differ widely across states, so indicators are not comparable across states. Also, in three states, the completions numbers relate to students who have been issued certificates in at least one subject, whilst in other states the data refer to numbers of students who have successfully completed a Year 12 course over a number of subject areas.

Timeliness

Data collected: Annually. The Year 12 certificate data become available in January / February in the year following the reference year, whilst the estimated resident population data become available in July or August following the reference year.

Data available: The indicators are generally available four weeks after the estimated resident population data become available.

Referenced Period: The reference period for the Year 12 certificate data are the school calendar year. The estimated resident population data refer to 30 June of the reference year.

Data are unlikely to be updated after release, though the indicators are recalculated every five years as the ABS Estimated Resident Population series is rebased after each population census. In some years data have been revised, due to annual revisions in data becoming available.

The only alternative data source, in relation to the socioeconomic status and geography of Year 12 completers, is from the ABS Census of Population and Housing.

Accuracy

Method of Collection: Year 12 Completions data are supplied by the relevant qualifications authorities in annual data submissions to the Australian Government

Department of Education.

The population data are published by the ABS.

Data Adjustments: The postcodes are mapped to Statistical Local Areas, as per the Australian Standard Geographical Classification, as published for the most recent census year. Where postcodes refer to post office boxes, these postcodes are mapped on to the delivery postcode that the post office box is located in. Newly created postcodes are mapped to the existing postcode that covers the new postcode area. Completions for student addresses that are postcodes allocated to military bases and universities are excluded.

Sample size: Estimates are based on full counts of completions.

Collection size: About 190,000.

Standard errors: Not calculated.

Under Counts: There are no known issues with under counts.

Over Counts: Given that in some states, the completion count refers to numbers of students receiving a completion certificate for completing at least one Year 12 subject, it is likely that a number of these students will receive certificates over at least a two year period.

As the indicator was not designed to be used to be a measure of completion levels, this is not considered to be a major issue.

Sensitive Questions - Not applicable. Steps have been taken to minimise processing errors - incoming completions data are checked for reasonableness. Reporting rates - Not applicable. Coverage issues - none

Coherence

Consistency over time: The series has changed over time, as Year 12 qualifications have changed. For example, in 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.

The Northern Territory also had a similar break in series some years ago, whilst South Australia has also changed its definition, as stated in the relevance section.

Consistency of jurisdictions: Data are not comparable across states and territories. State and territory data submissions vary substantially.

Numerator/denominator: The numerator is based on the numbers of Year 12 certificates issued to people who are either less than twenty year of age, or are in the 15-19 age group, as of December in the reference year. The difference in the definition of age group is not considered significant.

The denominator is based on numbers of people in the 15 to 19 year age group. The difference in age groups is not considered significant.

The data have been collected and processed consistently over time. In 2009 the Tasmanian Qualification Authority introduced a new Tasmanian Certificate of Education, which is based on students satisfactorily completing a number of senior secondary subjects before being eligible for the certificate. In previous years, the collection related to the numbers of students being issued a certificate for completing at least one Year 12 subject. This break in series will be documented. There is no alternative annual data source for this collection but a nationally agreed measure is under development. Similar indicators could be published quinquennially from ABS Census of Population and Housing data.

Accessibility

Contact details: (02) 6240 9281

Data are available in Excel tables. Low level data are not released.

Interpretability

Context: As the Year 12 completions data are not strictly comparable across jurisdictions, care must be taken in making interstate comparisons.

The coverage of Year 12 courses is limited, so the indicators are not suitable to be used to measure progress towards achieving the 'Year 12 or equivalent' COAG targets,

though they can provide an indication of which socioeconomic and geographical groups are most in danger of not completing Year 12 level education.

Other Supporting information:

Information about Year 12 certificates can be found at the ACACA website at <http://acaca.bos.nsw.edu.au/>.

The ABS web site on the Socio-Economic Indexes for Areas (SEIFA).

The ABS publication, Schools Australia for information on numbers enrolled in Year 12.

Technical documentation published by the ABS explaining the ABS Estimated Resident Population series.

Year 12 completion refers to state Year 12 certificates. See 'relevance' section for names of these certificates.

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

- The aggregation of all postcode locations into three socioeconomic status categories — high, medium and low — means there may be significant variation within the categories. Low deciles, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage. These data are not comparable as states and territories hold different requirements to achieve year 12 completion. Work is continuing to develop comparable measures.

Destination

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

Indicator definition and description

Indicator	Destination
Measure/s (computation)	<p><u>Definition</u></p> <ol style="list-style-type: none">1. The proportion of school leavers aged 15–24 who left school at any time, who are fully participating in education and/or training, or employment.2. The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study.3. The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work. Data are reported by highest level of qualification. <p><u>Numerator</u></p> <ol style="list-style-type: none">1. Number of 15-24 year olds who left school at any time and are participating in work or study.2. The number of school leavers aged 15–24 who left school in the previous year, who are participating in work or study.3. The number of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work. <p><u>Denominator</u></p> <ol style="list-style-type: none">1. Number of 15–24 year olds who have left school at any time.2. Number of 15–24 year olds who have left school in the last year3. The proportions of 15–19 and 20–24 year olds who are not in school, <p><u>Computation</u></p> <ol style="list-style-type: none">1. Numerator (1) divided by denominator (1). Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below2. Numerator (2) divided by denominator (2). Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below3. Numerator (3) divided by denominator (3). Data are reported by highest level of qualification.
Data source/s	<p><u>Numerator/Denominator</u></p> <p>(1) and (2): ABS (unpublished) <i>Education and Work, Australia, 2013</i>, Cat. no. 4402.0, Canberra.</p> <p>(3): ABS <i>Census of Population and Housing 2011</i></p>

Data Quality Framework Dimensions

Institutional environment	<p>The SEW and Census is collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment on the ABS website.</p>
Relevance	<p>SEW data are available by State/Territory. The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education. For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied directly by the selected respondent.</p>

The Australian Census of Population and Housing is the official count of population and dwellings and collects details of age, sex and other characteristics of the population.

The Census aims to measure the number and key characteristics of people in Australia on Census Night. All people in Australia on Census Night are in scope, except foreign diplomats and their families. Visitors to Australia are counted regardless of how long they have been in the country or how long they plan to stay. Australian residents not in the country on Census Night are out of scope of the Census.

Timeliness

The SEW is conducted annually in May as a supplement to the monthly LFS. The Census of Population and Housing is conducted every 5 years.

The *Census and Statistics Act 1905* requires the Australian Statistician to conduct a Census on a regular basis. Since 1961, a Census has been held every 5 years. The 2011 Census was the 16th national Census, and marked the centenary of national Censuses in Australia. It was held on 9 August 2011.

Accuracy

The SEW has a response rate of 95 per cent (39 500 completed interviews).

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

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

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

The interval of two SEs about an estimate is referred to as the 95 per cent CI. Small SEs are associated with small CIs and large SEs with large CIs. The CI is a useful measure of reliability as it measures percentage point variability around the indicator. The confidence interval should be considered when comparing the performance of states and territories.

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

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

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

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

The ABS aims to produce high quality data from the Census. To achieve this, extensive effort is put into Census form design, collection procedures and processing. There are four principal sources of error in Census data which quality management aims to reduce as much as possible; they are respondent error, processing error, partial or non-response and undercount. For more detail, see *2011 Census Dictionary* (cat. no. 2901.0) entry Managing Census Quality.

The Census is self-enumerated, and respondents sometimes do not return a Census form or fail to answer every applicable question. Persons are imputed into dwellings for which no form was returned, together with some demographic characteristics for these people. These same demographic characteristics are imputed if not provided by respondents on a returned form. However, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item. Data quality statements are produced for each Census data item and include the non-response rate for each variable and a brief outline of any known data quality problems, as well as a comparison with the non-response rate for the 2006 Census. These can be accessed through the Data quality statements.

Coherence

For measures (1) and (2) both the numerator and denominator come from the SEW. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the NT population. From 2009 onwards the SEW has a wider scope. It includes people in very remote areas but excludes people in Aboriginal and Torres Strait Islander communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the NT where such persons account for about 15 per cent of the population.

For the 2013 SEW, a small number of households provided data via a web based collection instrument, rather than through telephone or personal interview. This is not expected to significantly impact of the coherence of the data between the current and previous collection cycles.

The Australian Standard Classification of Education (ASCED) (Cat. No. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

It is important for Census data to be comparable and compatible with previous Censuses and also with other data produced by the ABS and wider community. The ABS, and the Census, uses Australian standard classifications, where available and appropriate, to provide data comparability across statistical collections. These include, for example, standards for occupation and geographic areas. For more details regarding classifications used in the Census, see the *Census Dictionary, 2011* (cat. no. 2901.0) entry About Census Classifications, and the relevant entries for each classification.

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

Accessibility

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

Additional data are available at cost upon request through the NIRS.

Further data, including Census data, are available by the licensed Survey TableBuilder product.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes in Education and Work, Australia, (Cat. no. 6227.0); The Census provides a wealth of data about the Australian community through a suite of standard products, and data customised for individual requirements. The Census Dictionary, 2011 (cat. no. 2901.0) is a comprehensive reference guide designed to assist users to determine and specify their data requirements, and to understand the concepts underlying the data. It provides details of classifications used and a glossary

of definitions of Census terms..

Data Gaps/Issues Analysis

**Key data gaps
/issues**

The Steering Committee notes the following issues:

- A higher or increasing estimated proportion of school leavers participating in further education, training or full time employment is likely to result in improved educational and employment outcomes in the longer term.
- The Survey of Education and Work data reported for this indicator relate to the jurisdiction in which the young person was resident the year of the survey and not necessarily the jurisdiction in which they attended school.

5 Vocational education and training

CONTENTS

5.1	Profile of vocational education and training	5.2
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Attachment tables

Attachment tables are identified in references throughout this chapter by a '5A' prefix (for example, table 5A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

This chapter reports performance information about the equity, effectiveness and efficiency of government funded vocational education and training (VET) in Australia. The VET system (including apprenticeships and traineeships) delivers employment related skills across a wide range of vocations. It provides Australians with the skills to enter or re-enter the labour force, retrain for a new job or upgrade skills for an existing job. The VET system includes government and privately funded VET delivered through a number of methods by a wide range of training institutions and enterprises.

The focus of this chapter is on VET services delivered by providers receiving government funding, which includes training activity funded under the *National Agreement for Skills and Workforce Development* (NASWD). These services include the provision of VET programs in government owned technical and further education (TAFE) institutes and universities with TAFE divisions, other government and community institutions, and government funded activity by private registered training organisations (RTOs). The scope of this chapter does not extend to VET services provided in schools (which are within the scope of School education, chapter 4) or university education (some information on

university education is included in the Child care, education and training sector overview B).

Major improvements to reporting on VET in this edition include:

- inclusion of a new measure ‘estimated qualification completion rate and subject pass rate’ within the outcome indicator ‘Student achievement in VET’, using NCVET data for the years 2008–2012 inclusive. In future, when sufficient data are available from the Unique Student Identifier, this source will be used to report the measure
- a new disaggregation by geolocation for graduates aged 20-64 years with improved employment status after training, within the outcome indicator ‘student employment and further study outcomes’
- an updated funding flow diagram and associated text, in the profile section of the chapter
- extended time series reporting in selected attachment tables relating to all sections of the chapter.

5.1 Profile of vocational education and training

Service overview

The general roles of the VET system, and the main reasons that students participate in VET programs, are to:

- obtain a qualification to enter the labour force
- retrain or update labour force skills
- develop skills, including general education skills such as literacy and numeracy, that enhance students’ ability to enter the labour force
- provide a pathway to further tertiary education, including entrance to higher education.

The VET system involves the interaction of students, employers, the Australian, State, Territory and local governments (as both purchasers and providers), and an increasing number of private and community RTOs. Students have access to a diverse range of programs and qualification levels, with course durations varying across modules or units of competency (a stand-alone course component or subject) (box 5.1).

Box 5.1 Diversity of the VET system

Vocational education and training (VET) programs range from a single module or unit of competency (which can involve fewer than 10 contact hours) to associate degrees (which can involve up to four years of study). All training in the VET system needs to be assessed, because many students complete modules or units of competency without intending to complete a course or qualification.

The types of training range from formal classroom learning to workplace-based learning, and can include flexible, self-paced learning and/or online training, often in combination. Also included are apprenticeships/traineeships (referred to as Australian Apprenticeships), which combine employment and competency-based training, including both formalised training and on-the-job training. The availability of distance education has increased, with off-campus options such as correspondence, Internet study and interactive teleconferencing.

The types of training organisation include: institutions specialising in VET delivery, such as government owned technical and further education (TAFE) institutes, agricultural colleges and private training businesses; adult community education (ACE) providers; secondary schools and colleges; universities; industry and community bodies with a registered training organisation (RTO) arm; and businesses, organisations and government agencies that have RTO status to train their own staff. Group Training Organisations may be RTOs and some RTOs may also be Australian Apprenticeship Centres (formerly New Apprenticeship Centres). Schools and universities provide dual award courses that may combine traditional studies with VET, with an award from both the VET provider and the secondary school or university.

In addition to formal VET delivered by an RTO, many people undertake on-the-job training in the workplace or attend training courses that do not lead to a recognised VET qualification.

Expenditure

Recurrent expenditure on VET by Australian, State and Territory governments totalled \$5.8 billion in 2013 — a decrease of 3.3 per cent (in real terms) from 2012, but a 14.2 per cent increase (in real terms) from 2009 to 2013, equivalent to an average annual increase of 3.4 per cent (table 5A.1). Government recurrent expenditure was equal to \$376.43 per person aged 15–64 years across Australia in 2013 (table 5A.2). Further information on the breakdown of real funding by jurisdictions is available in attachment tables 5A.1 (2004 to 2013) and 5A.2 (2009 to 2013).

Government funded activity is the primary focus of this Report. However, not all data can be limited to government funded activity. A representation of data used for statistical reporting is provided in figure 5.1. A detailed explanation of data inclusions in this chapter is provided in box 5.2.

Figure 5.1 Scope of reporting

Training Fund Type	Registered Training Organisations		
	TAFE and other government	Community providers	Private providers
Government Funded			
Fee-for-Service (domestic and international)			

Data available for reporting and used to report government funded activity
 Data available for reporting and used to report VET funded activity
 Data not available for reporting

Box 5.2 Scope of VET reporting

Where this chapter refers to ‘government funded’ activity, it is defined as VET activity that is funded under Commonwealth and State/Territory recurrent, Commonwealth specific and State/Territory specific funding. This includes activity funded under the NASWD. Any government funded training activity that a student undertakes, regardless of whether or not it forms the majority of their course of training, is in scope of this Report. This definition of ‘government funded’ activity has been broadened, commencing with the 2011 Report. Until the 2010 Report, the VET activity reported was that funded by Commonwealth and State recurrent funding under the *Commonwealth–State Agreement for Skilling Australia’s Workforce* (CSASAW) (replaced by the NASWD on 1 January 2009). Historical data in this chapter reflect the revised definition of ‘government funded’ activity. Some other VET activity is beyond the scope of this chapter and is not reported.

Data on student participation, efficiency measures, student achievement, Qualification Equivalents, and competencies/modules completed in this chapter are limited to services that are government funded. These include VET services provided by:

- TAFE and other government providers, including multi-sector higher education institutions
- registered community providers and registered private providers.

Where the chapter refers to VET activity, it is defined as all VET data available for reporting, unless otherwise specified.

The discussion in this chapter of student outcomes and student satisfaction focuses on students undertaking government funded training.

Data on qualifications completed include both government and non-government funded VET students attending TAFE, and only government funded students from private providers.

Data on estimated qualification completion rates include all VET qualifications (both government and non-government funded)

Data on employer engagement and satisfaction are on all nationally recognised training, from all provider types, irrespective of funding source.

Size and scope

In 2013, 31.8 per cent of Australians aged 15–64 years held a certificate or diploma as their highest level qualification (table BA.28). These qualifications could have been completed in schools, VET institutions or higher education institutions.

The VET sector is large and varied. Qualifications vary significantly in length, level and field. Approximately 1.9 million people were reported as participating in VET programs at 25 027 locations across Australia in 2013 (NCVER 2014, table 5A.3). The number of VET students decreased by 3.4 per cent between 2012 and 2013, but increased by 10.0 per cent between 2009 and 2013 (NCVER 2014).

Of the approximately 1.9 million VET students who were reported as participating in VET programs in 2013, 1.5 million students (79.2 per cent) were government funded (NCVER 2014). The remaining 390 900 students participated on a fee-for-service basis as domestic students (19.2 per cent of all VET students) or were international students (1.6 per cent of all VET students). The proportion of domestic fee-for-service students decreased from 22.4 per cent of all VET students in 2009 to 19.2 per cent in 2013 (NCVER 2014).

Students

Student participation data presented in this chapter refer to VET students who were government funded and where the program was delivered by TAFE or other government providers (including multi-sector higher education institutions), registered community providers or registered private providers. The data do not include students who participated in VET programs where the delivery was undertaken by schools, or students who undertook ‘recreation, leisure or personal enrichment’ education programs. Students who undertook VET in schools programs at TAFE are in-scope for this chapter.

Nationally, 1.5 million students participated in VET programs funded by government through State and Territory agencies in 2013 (table 5A.4). Of the total number of government funded students, 22.6 per cent were enrolled in apprenticeships and traineeships (NCVER 2014). The participation rate of females aged 15–64 years was 8.2 per cent and participation rate of males aged 15–64 years was 8.6 per cent. The participation rate for the total population aged 15–64 years was 8.4 per cent (table 5A.11).

Between 2012 and 2013, the number of government funded students decreased by 3.9 per cent (approximately 60 700 students) (table 5A.5). Between 2009 and 2013, the number of government funded VET students increased by 16.3 per cent (table 5A.5).

Hours

Government funded VET students participated in 460.1 million government funded annual hours in 2013. On average, each government funded VET student in 2013 received 309.5 hours of VET (table 5A.4).

Courses

VET qualifications range from non-award courses to certificates (levels I–IV), diplomas and above. In 2013, 11.7 per cent of government funded VET students were undertaking a diploma or above, 57.4 per cent were enrolled in a certificate level III or IV, 22.3 per cent were enrolled in a certificate level I or II or lower, and 8.6 per cent were enrolled in a course that did not lead directly to a qualification (table 5A.5).

Fields of education also varied. Nationally in 2013, 19.1 per cent of government funded VET students were undertaking a course in the field of management and commerce, 17.5 per cent in engineering and related technologies, and 14.7 per cent in society and culture (NCVER 2014). Other fields studied by government funded VET students included food, hospitality, and personal services; architecture and building; health; education; agriculture, environment and related studies; creative arts; information technology; and natural and physical sciences (NCVER 2014).

Of the 1.5 million government funded VET students who participated in government funded VET programs in 2013, 101 374 (6.8 per cent) gained some recognition of prior learning (RPL) (table 5A.4).

Institutions

In 2013, government funded programs were delivered by 2094 RTOs at 25 027 locations (that is, TAFE, government funded locations and the locations of all other registered training providers, including private providers that receive government funding for VET delivery) (table 5A.3).

The infrastructure (physical non-current assets) of government owned TAFE institutions and TAFE divisions of universities was valued at \$11.8 billion in 2013, of which 92.6 per cent comprised the value of land and buildings (table 5A.21). The value of net assets of government VET providers was \$807.45 per person aged 15–64 years across Australia in 2013. Asset values per person varied across jurisdictions (table 5A.6).

Roles and responsibilities

VET is an area of shared responsibility between governments and industry. Governments provide funding, develop national and jurisdictional policies for the training system and share responsibility for the regulation, governance and quality assurance of the VET sector.

State and Territory governments manage the delivery of VET within their jurisdictions and have traditionally provided approximately two thirds of the funding in the VET system. They facilitate the development and training of the public VET workforce and ensure the effective operation of the training market.

The Australian Government provides significant financial support to states and territories to support the national training systems, through funding mechanisms under the Intergovernmental Agreement on Federal Financial Relations. The Australian Government also provides specific incentives, interventions and assistance for national priority areas.

The NASWD, which came into effect on 1 January 2009, set out the commitment between the Australian Government and State and Territory governments, to work towards increasing the skill levels of all Australians, including Aboriginal and Torres Strait Islander Australians. A revised NASWD and a new National Partnership Agreement on Skills Reform were negotiated throughout 2011 and agreed by all states and territories at the Council of Australian Governments (COAG) meeting on 13 April 2012.

Governance of the national training system

For most of 2013, the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) was a key decision-making body for the national training system. SCOTESE had high level policy responsibility for higher education, vocational education and training, including skills and workforce development, international education, adult community education and employment. SCOTESE set strategic policy, priorities for training and makes decisions in relation to national training system funding, planning and performance. Membership of SCOTESE comprised Australian Government, State and Territory government and New Zealand Government ministers with responsibility for tertiary education, skills and employment. SCOTESE was chaired by the member who represented the Australian Government.

On 13 December 2013, the Council of Australian Governments' (COAG) announced a new COAG Industry and Skills Council (CISC), to replace SCOTESE. The CISC is chaired by the Hon Ian Macfarlane MP, Australian Government Minister for Industry, who has portfolio responsibility for skills. State and Territory skills and training ministers and industry ministers are members of the CISC, as is the New Zealand Minister for skills.

In 2013, SCOTESE was supported by a National Senior Officials Committee (NSOC) and two Principal Committees. NSOC implemented SCOTESE decisions, drove national collaboration on training matters and monitored the effectiveness of the national training system. The two Committees were:

- Workforce Development, Supply and Demand — provided advice on matters relating to short and long term workforce development, supply and demand issues to address

emerging skills needs and impediments to workforce reforms with a view to improving productivity, participation and skills utilisation.

- Data and Performance Measurement — provided advice on matters relating to performance against tertiary education national targets, data collection and measurement, approaches to the public provision of high quality information and opportunities to resolve data issues such as common definitions and comparability.

The Joint Committee on Higher Education reported directly to NSOC.

In 2013 a number of other bodies reported or provided advice to SCOTESE, either directly or indirectly. These included:

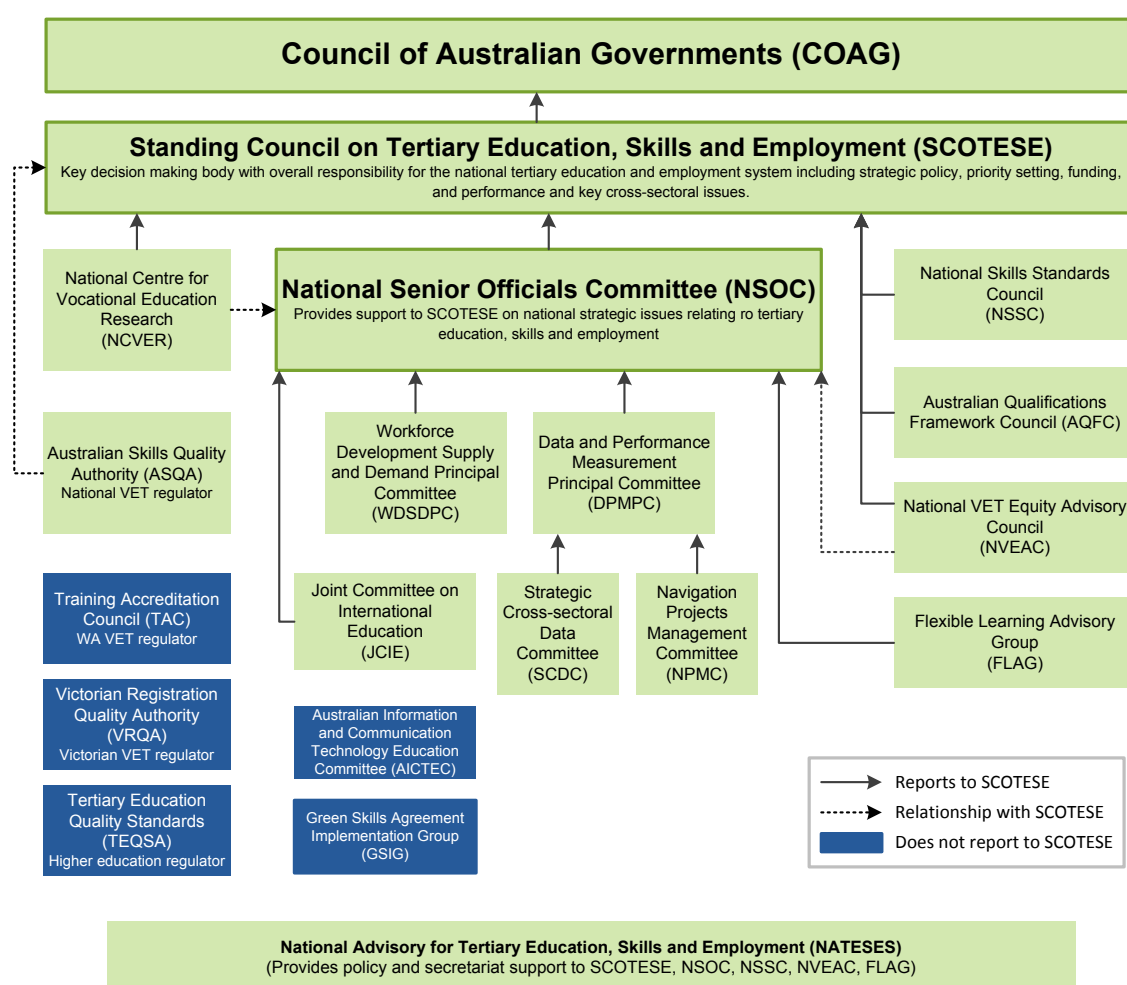
- The National Skills Standards Council (NSSC), an expert body charged with responsibility for providing advice to SCOTESE on, and informing the sector of, the national standards for regulation of vocational education and training. The NSSC also has specific decision making powers in relation to the endorsement of Training Packages.
- The National VET Equity Advisory Council (NVEAC) provided high-level strategic advice to SCOTESE on improving outcomes for equity groups in VET. The advice provided by the Council was informed by the policy directions outlined in the *Equity Blueprint 2011–16 Creating Futures: Achieving Potential through VET*.
- The Australian Qualifications Framework Council (AQFC). The AQF is the national framework for regulated qualifications in Australian education and training. The AQFC is a council of the national ministers responsible for tertiary education, training and employment. The AQFC is also obliged to report to the national ministers responsible for school education. The AQFC has authority delegated to it by ministers to monitor and maintain the AQF, support its users and promote AQF qualifications to the community. It is also responsible for providing strategic and authoritative advice to national ministers on the AQF to ensure it is nationally and internationally robust and supports qualification linkages and pathways.
- The National Centre for Vocational Education Research (NCVER) is Australia's clearing house for VET data and research. The organisation is a not-for-profit company owned by State, Territory and federal ministers responsible for training. NCVER is responsible for the collection of VET statistics and for providing statistical and other information to a wide range of stakeholders. It also facilitates and disseminates research and undertakes employer, student and graduate surveys relating to VET outcomes and performance.
- The Flexible Learning Advisory Group (FLAG) was an advisory committee to NSOC on national directions and priorities for information and communication technologies in VET, and in Adult and Community Education.
- The National Advisory for Tertiary Education, Skills and Employment (NATESE) provided policy and secretariat support for a number of committees and advisory

groups (SCOTESE, NSOC, NSSC, NVEAC and FLAG). Policy and secretariat services for the AQFC were provided on a shared platform of support with NATESE.

- The Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s VET sector. ASQA regulates courses and training providers to ensure nationally approved quality standards, set by the NSSC, are met. ASQA has jurisdiction over all RTOs, except those operating solely in Victoria and/or Western Australia that do not offer services to overseas students. These providers are regulated by the Victorian Registration and Qualifications Authority if operating in Victoria and the Training Accreditation Council if operating in Western Australia. The function of registering RTOs within this jurisdiction transferred to ASQA in stages from July 2011 to June 2012.

National reporting relationships in the VET sector are summarised in figure 5.2.

Figure 5.2 National reporting relationships within the VET system in 2013^a



^a This is a summarised reflection of the governance and reporting environment at September 2013, and does not reflect all stakeholders and their interactions in the VET sector.

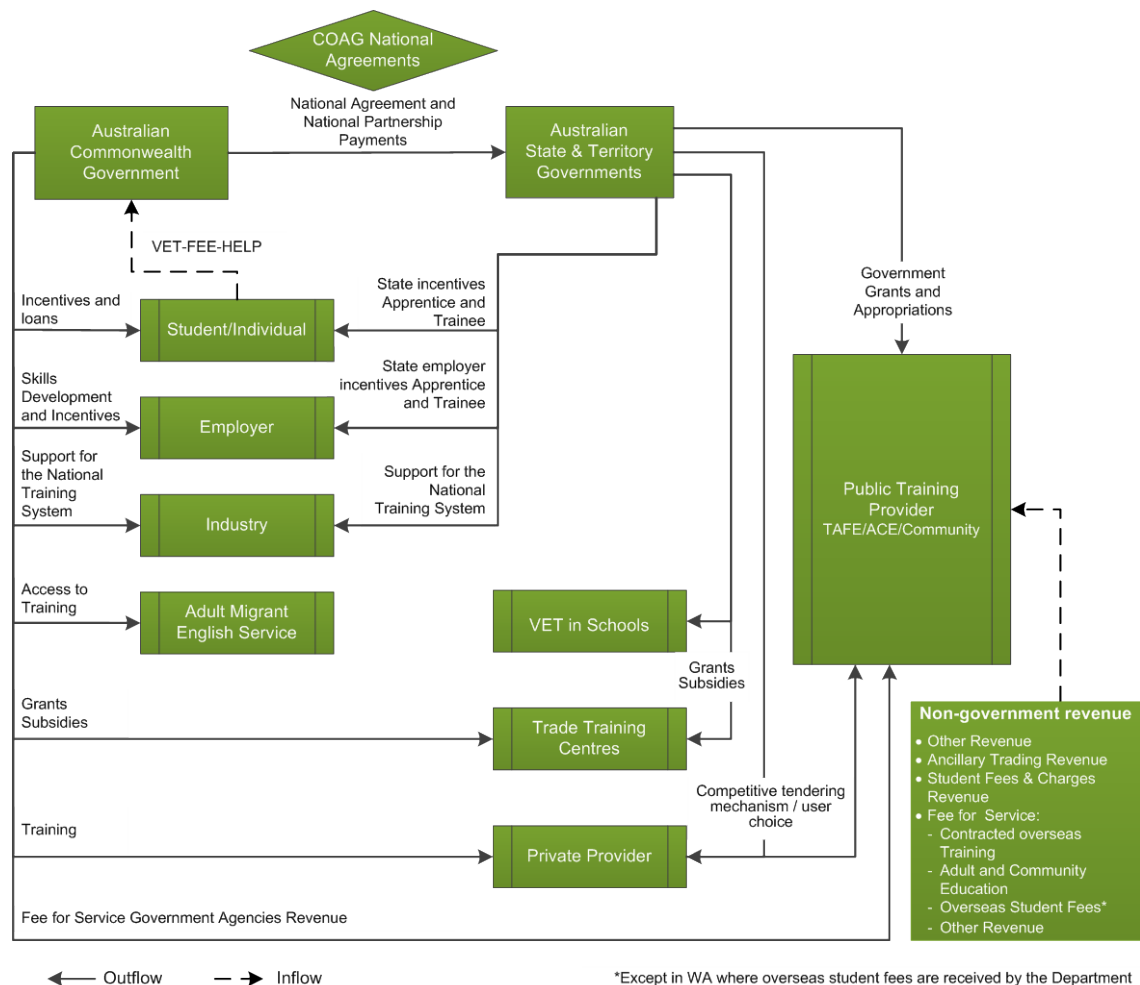
VET funding flows

State and Territory governments provide funding to VET providers, students and employers through State and Territory training authorities, to support the delivery of training, improve student services and provide incentives for employers and apprentices. State and Territory governments provided \$4.0 billion in 2013 — 68.7 per cent of government funding. The Australian Government provided the remainder of government funding (\$1.8 billion) (table 5A.8). Information on the comparability of funding data is provided in box 5.6.

The Australian, State and Territory governments provide funding for apprenticeships in the form of employer incentives and subsidies. The Australian Government also provides funding for Australian Apprenticeship Centres and employer incentives for Australian Apprenticeships. RTOs also receive revenue from individuals and organisations for fee-for-service programs, ancillary trading revenue, other operating revenue and revenue from Australian, State and Territory government specific purpose funds.

The major funding flows within the VET system are identified in figure 5.3.

Figure 5.3 Major funding flows within the VET system, 2013



While not all training across the VET system (including apprenticeships and traineeships) is government funded, significant government administrative resources support the regulation and management of the system overall.

Allocation of VET funding

The majority of government VET funds are allocated to government VET providers based on the planned level of training delivery agreed with State and Territory training authorities. The disbursement of a component of VET funding on a competitive basis was introduced in the early 1990s to allocate additional Australian Government funds. Processes used to allocate funds on a competitive basis include:

- *user choice*, whereby the employer and apprentice/trainee choose a registered training provider and negotiate key aspects of their training, and then government funds flow to that provider

-
- *competitive tendering*, whereby government and private RTOs compete for funding contracts from State and Territory training authorities in response to government offers (tenders)
 - *preferred supplier arrangements*, an extension of competitive tendering, whereby a contract is awarded to providers (chosen by the tender process) to provide training on a longer term basis
 - *other arrangements*, in particular ‘entitlement funding’ systems, have been introduced in some states and territories and guarantee government-subsidised training places for qualifications at the providers of students' choice.

In 2013, \$2.5 billion (42.9 per cent) of government VET funding was allocated on a competitive basis (including user choice arrangements) — a 3.0 per cent decrease in real terms from 2012 (table 5A.8). Table 5A.8 contains information on changes to allocations by states and territories from 2009 to 2013. \$1.4 billion was allocated to non-government providers — a 2.7 per cent decrease in real terms from 2012 (table 5A.7). The degree of competition in the tendering process varies across and within jurisdictions, depending on the program. Some tenders can be contested by any RTO (open competitive tendering), while some other tenders are restricted to RTOs able to deliver a specific type of training, for example, in a selected industry or to a particular client group (limited competitive tendering). Similarly, the scope for competition, in terms of the size of the market of potential providers, varies across jurisdictions.

5.2 Framework of performance indicators

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

The NASWD covers the areas of VET, and education and training indicators in the *National Indigenous Reform Agreement* (NIRA) establish specific outcomes for reducing the level of disadvantage experienced by Aboriginal and Torres Strait Islander Australians. The Steering Committee collates NIRA performance information for analysis by the Department of Prime Minister and Cabinet. Performance indicators reported in this chapter are aligned with VET performance indicators in the most recent version of the NASWD, where relevant.

The objectives and outcomes outlined in the NASWD for the VET sector (box 5.3) inform the performance indicator framework for this chapter.

Box 5.3 Objectives for VET

The objective for the VET system, as outlined in the NASWD, is:

- a system that delivers a productive and highly skilled workforce and which enables all working age Australians to develop the skills and qualifications needed to participate effectively in the labour market and contribute to Australia's economic future, and supports the achievement of increased rates of workforce participation.

Success in meeting the objective for the VET system is underpinned in the NASWD by the following target outcomes:

- the skill levels of the working age population are increased to meet the changing needs of the economy
- all working age Australians have the opportunity to develop skills
- training delivers the skills and capabilities needed for improved economic participation for working age Australians.

The NASWD also acknowledges the need for the VET system to address the particular needs of individuals experiencing disadvantage or disengagement with gaining skills that lead to employment or other meaningful engagement in society.

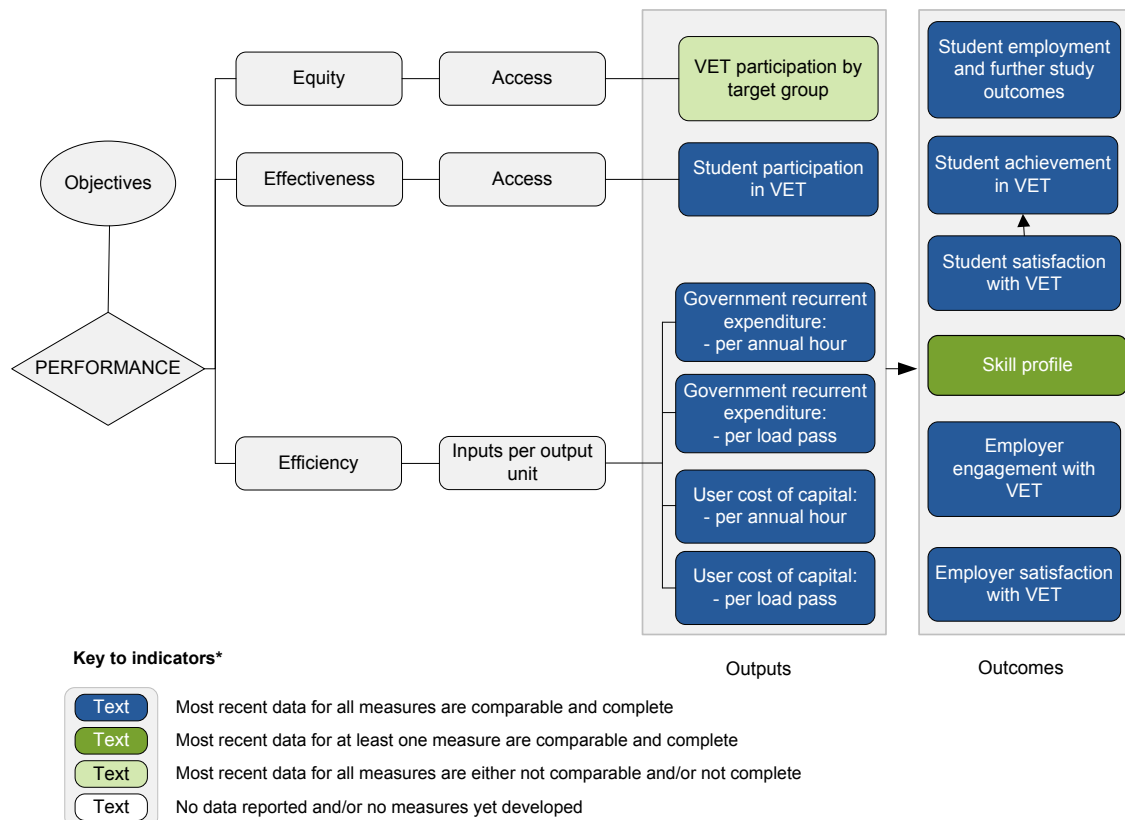
These objectives are to be met through the provision of services in an efficient manner.

Source: COAG (2012).

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of VET services (figure 5.4). The performance indicator framework shows which data are comparable in the 2015 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and data completeness from a Report-wide perspective (see section 1.6).

The Report's statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous- and ethnic-status) (chapter 2).

Figure 5.4 VET performance indicator framework



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

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators, in addition to material in the chapter or sector overview and attachment tables. DQI in this Report cover the seven dimensions in the ABS’ data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and key data gaps and issues identified by the Steering Committee. All DQI for the 2015 Report can be found at www.pc.gov.au/rogs/2015.

5.3 Key performance indicator results

The equity, effectiveness and efficiency of VET services may be affected by different delivery environments, locations and types of client.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity

A key national goal of the VET system is to increase opportunities and outcomes for disadvantaged groups. For this report, the designated equity groups are Aboriginal and Torres Strait Islander people, residents of remote and very remote areas, people with disability and people speaking a language other than English at home. This section includes indicators of access to VET by these target groups.

VET participation by target group

‘VET participation by target group’ is an indicator of governments’ objective to achieve equitable access to the VET system by target groups (box 5.4).

Box 5.4 VET participation by target group

'VET participation by target group' is defined as the number of government funded participants in the VET system who self-identified that they are from a target group, as a proportion of the total number of people in the population in that group. The four target groups are:

- Aboriginal and Torres Strait Islander people
- people from remote and very remote areas
- people with disability
- people speaking a language other than English (LOTE) at home.

It is desirable that VET participation by target group is at a similar level to that for all students. A lower participation rate means the target group is underrepresented in VET; a higher participation rate means the group is overrepresented in VET.

Care needs to be taken in interpreting the participation rates presented for people with disability, people speaking a LOTE at home, and Aboriginal and Torres Strait Islander people, because the data depend on self-identification at the time of enrolment and the number of non-responses (that is, students who did not indicate whether or not they belong to these groups) varies across jurisdictions.

Data on participation by Indigenous status are for students identified as aged 15–64 years, and data on participation for other groups are reported for students of all ages. Data on participation are for students who have participated in Australia's government funded VET system.

The participation rates by Indigenous status are calculated from two sources and comparability issues may occur when rates utilise data from different sources. This measure uses a numerator from the National VET provider collection and a denominator of Estimated Resident Population.

Data reported for this measure:

- may not be comparable (subject to caveats) within jurisdictions over time and may not be comparable across jurisdictions
- are complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions.

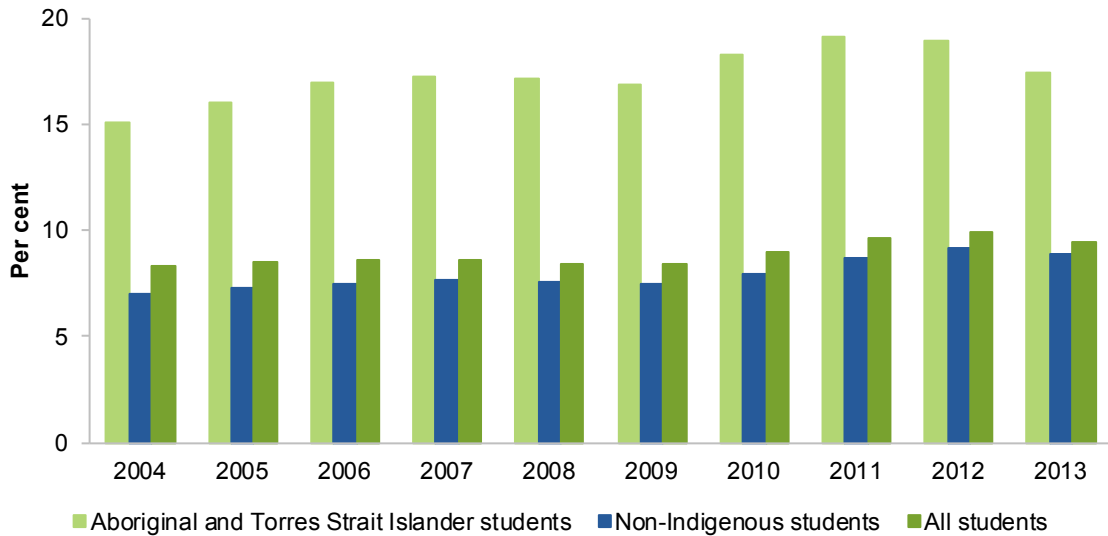
Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

VET participation by target group — Aboriginal and Torres Strait Islander people

Nationally, the participation rate in government funded VET for Aboriginal and Torres Strait Islander people aged 15–64 years was 17.4 per cent in 2013, compared with 16.9 per cent in 2009 and 15.1 per cent in 2004. The participation rate for the non-Indigenous population aged 15–64 years was 8.9 per cent in 2013, compared with 7.5 per cent in 2009 and 7.0 per cent in 2004. The participation rate for all people aged 15–64 years was 9.4 per cent in 2013, compared with 8.4 per cent in 2009 and 8.3 per cent in 2004 (figure 5.5).

These student participation data are not age standardised, so the younger age profile of the Aboriginal and Torres Strait Islander population relative to all Australians is likely to affect the results.

Figure 5.5 National VET participation rate for people aged 15–64 years, by Indigenous status^{a, b, c}

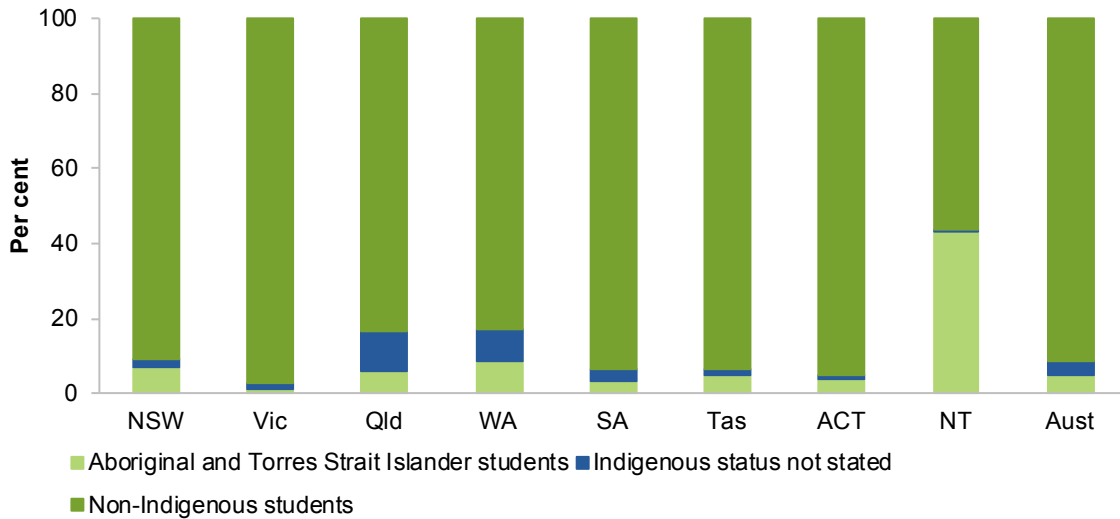


^a Data are for government funded VET students. ^b The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimate of the Aboriginal and Torres Strait Islander population for 30 June. The all students participation rate is the number of students as a percentage of the estimated total population as at 30 June. The non-Indigenous students participation rate is the number of students as a percentage of the estimated non-Indigenous population as at 30 June, calculated by subtracting the estimates of Aboriginal and Torres Strait Islander population from estimates of the total resident population. ^c Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing participation data due to the high non-response rates in some jurisdictions (see table 5A.10).

Source: NCVET (unpublished) National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 5A.10.

Nationally in 2013, 5.1 per cent of government funded VET students (of all ages) identified as being of Aboriginal and Torres Strait Islander background (figure 5.6), higher than the proportion of Aboriginal and Torres Strait Islander people in the total population (3.0 per cent) (table 5A.16). Nationally, 91.2 per cent of government funded VET students (of all ages) identified themselves as non-Indigenous (Indigenous status was unknown for 3.7 per cent of government funded VET students).

Figure 5.6 VET students, all ages, by Indigenous status, 2013^{a, b}



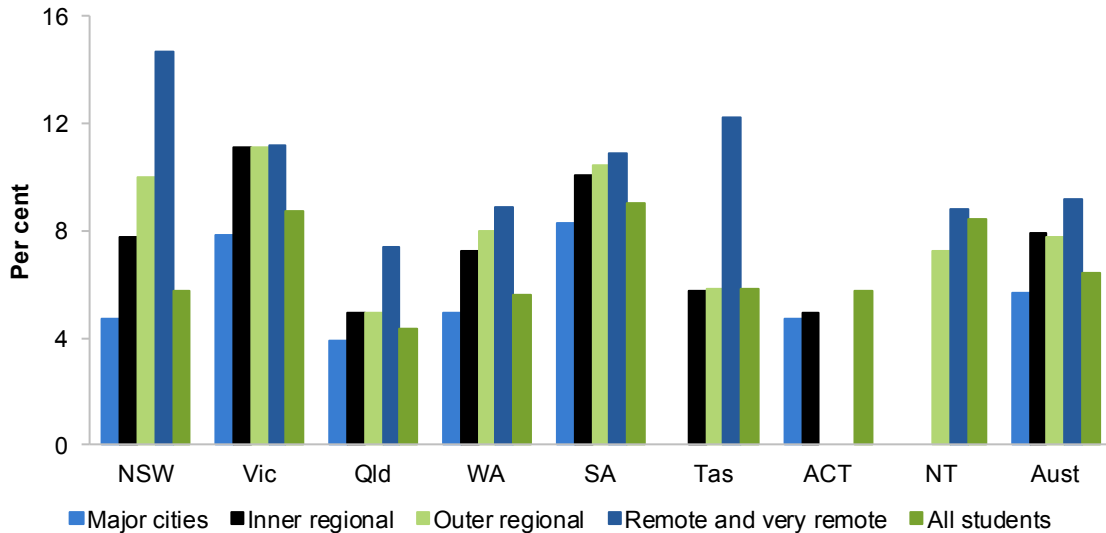
^a Data are for government funded VET students. ^b Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (see table 5A.16).

Source: NCVET (unpublished) National VET provider collection; table 5A.16.

VET participation by target group — people from remote and very remote areas

VET student data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classification system. Nationally, the government funded VET participation rate in 2013 generally increased with remoteness. Participation was higher for people from remote and very remote areas (9.1 per cent) than for people from other geographic regions (7.8 per cent for outer regional areas, 7.9 per cent for inner regional areas and 5.7 per cent for major cities) and 6.4 per cent for all students (figure 5.7). Factors such as employment opportunities and the availability of alternative education services in regional and remote areas can affect the level of VET participation in these areas.

Figure 5.7 **VET participation rate for people of all ages, by region, 2013^{a, b, c}**



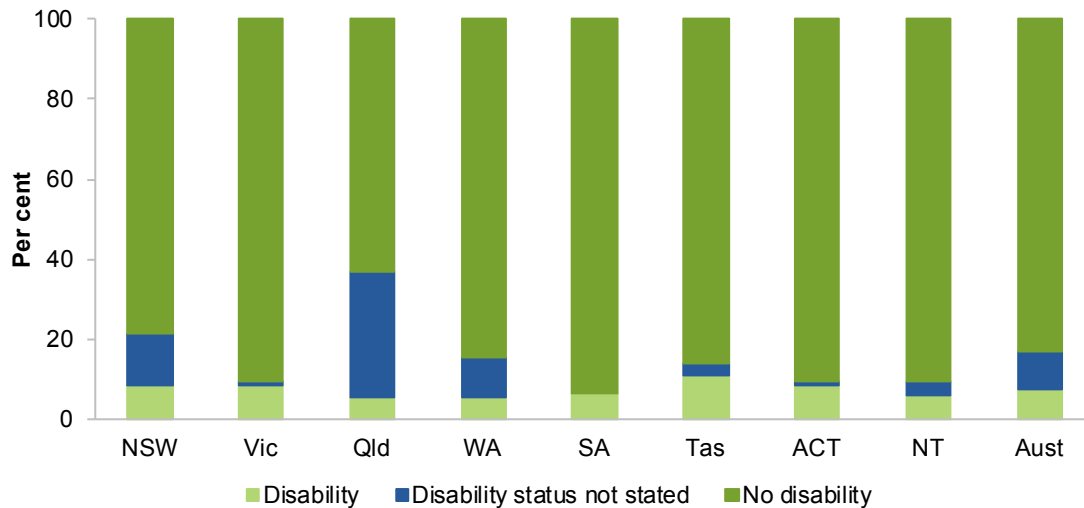
^a Data are for government funded VET students. ^b The participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the total population that resides in that region. ^c There are no very remote areas in Victoria, no major cities in Tasmania, no outer regional areas, remote areas or very remote areas in the ACT, and no major cities or inner regional areas in the NT.

Source: NCVER (unpublished) National VET provider collection; ABS (2013), *Regional Population Growth, Australia, 2012-13*, Cat. no. 3218.0; table 5A.12.

VET participation by target group — people with disability

Nationally, 7.6 per cent of government funded VET students in 2013 reported having disability, an impairment or a long-term condition (figure 5.8). Based on the 2012 ABS *Survey of Disability, Ageing and Carers* (SDAC) data, an estimated 14.4 per cent of all 15–64 year olds in the population living in households and 18.5 per cent of the total population reported having disability (derived from ABS 2013). The proportion of VET students reporting disability is not directly comparable with the proportion of the population reporting disability, as the classifications of disabilities differ across the two collections. Within the VET system, the focus is on identifying students who require additional teaching and learning support.

Figure 5.8 VET students of all ages, by disability status, 2013^{a, b, c}



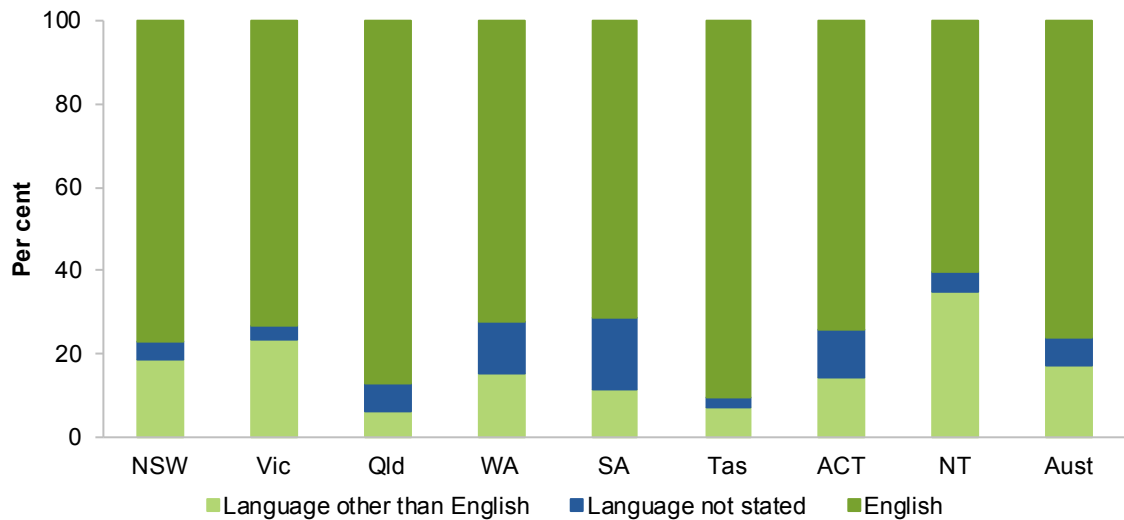
^a Data are for government funded VET students. ^b People with disability are defined as those who self-identify on enrolment forms that they have disability, an impairment or a long-term condition. Not all students respond to the relevant question on the enrolment form. ^c Disability status not stated is nil or rounded to zero for SA.

Source: NCVER (unpublished) National VET provider collection; table 5A.13.

VET participation by target group — people speaking a language other than English at home

In 2013, 17.4 per cent of government funded VET students reported speaking a LOTE at home (figure 5.9). By comparison, 18.2 per cent of the total population of Australia in 2011 spoke a LOTE at home (table 5A.14) (derived from ABS 2011 *Census of Population and Housing*, table 2A.11).

Figure 5.9 VET students of all ages, by language spoken at home, 2013^{a, b}



^a Data are for government funded VET students. ^b Students reported as speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students responded to the relevant question on the enrolment form.

Source: NCVET (unpublished) National VET provider collection; table 5A.14.

Participation in government funded VET for people speaking a LOTE at home was estimated to be 5.6 per cent nationally in 2011, compared with 7.1 per cent for people who spoke only English at home, and 6.6 per cent for the general population. The estimated national participation rate in 2006 for people speaking a LOTE at home was similar at 5.5 per cent (table 5A.15) (derived from ABS 2006 and 2011 *Census of Population and Housing*, tables 2A.10 and 2A.11).

Effectiveness

A key national goal of the VET system is to enable development of a highly skilled workforce.

Student participation in VET

‘Student participation in VET’ is an indicator of governments’ objective to provide people aged 15–64 years with the level of access to the VET system that is necessary for a highly skilled workforce (box 5.5).

Box 5.5 Student participation in VET

'Student participation in VET' is defined by three measures:

- the number of people aged 15–64 years participating in VET as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at certificate level III and above as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at diploma level and above as a proportion of the population aged 15–64 years.

High or increasing VET participation rates indicate high or increasing levels of access to the VET system by the general population. High or increasing participation in VET certificate level III and above, and in VET diploma level and above, indicate greater or increasing participation in higher skill level courses, which is desirable.

Data for VET diploma level and above are a sub-set of data for the larger group of VET certificate III level and above. Data are for government funded VET students.

Data reported for this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

In 2013, 1.5 million people aged 15–64 years participated in government funded VET programs. This is equivalent to 9.4 per cent of people aged 15–64 years nationally. The 1.5 million government funded VET students include:

- 398 000 people aged 15–19 years (27.1 per cent of that age group)
- 269 400 people aged 20–24 years (16.4 per cent of that age group)
- 786 000 people aged 25–64 years (6.4 per cent of that age group) (table 5A.9).

Data on VET participation by age group from 2004 to 2013 are included in table 5A.9.

Figures 5.10–12 show VET participation rates for the 15–64 year old population by Indigenous status, and for the target age groups of 18–24 years and 20–64 years.

Student participation rate for the population aged 15–64 years

The national participation rate for the general population aged 15–64 years was 9.4 per cent in 2013, compared with 17.4 per cent for the Aboriginal and Torres Strait Islander population and 8.9 per cent for the non-Indigenous population aged 15–64 years (figure 5.10).

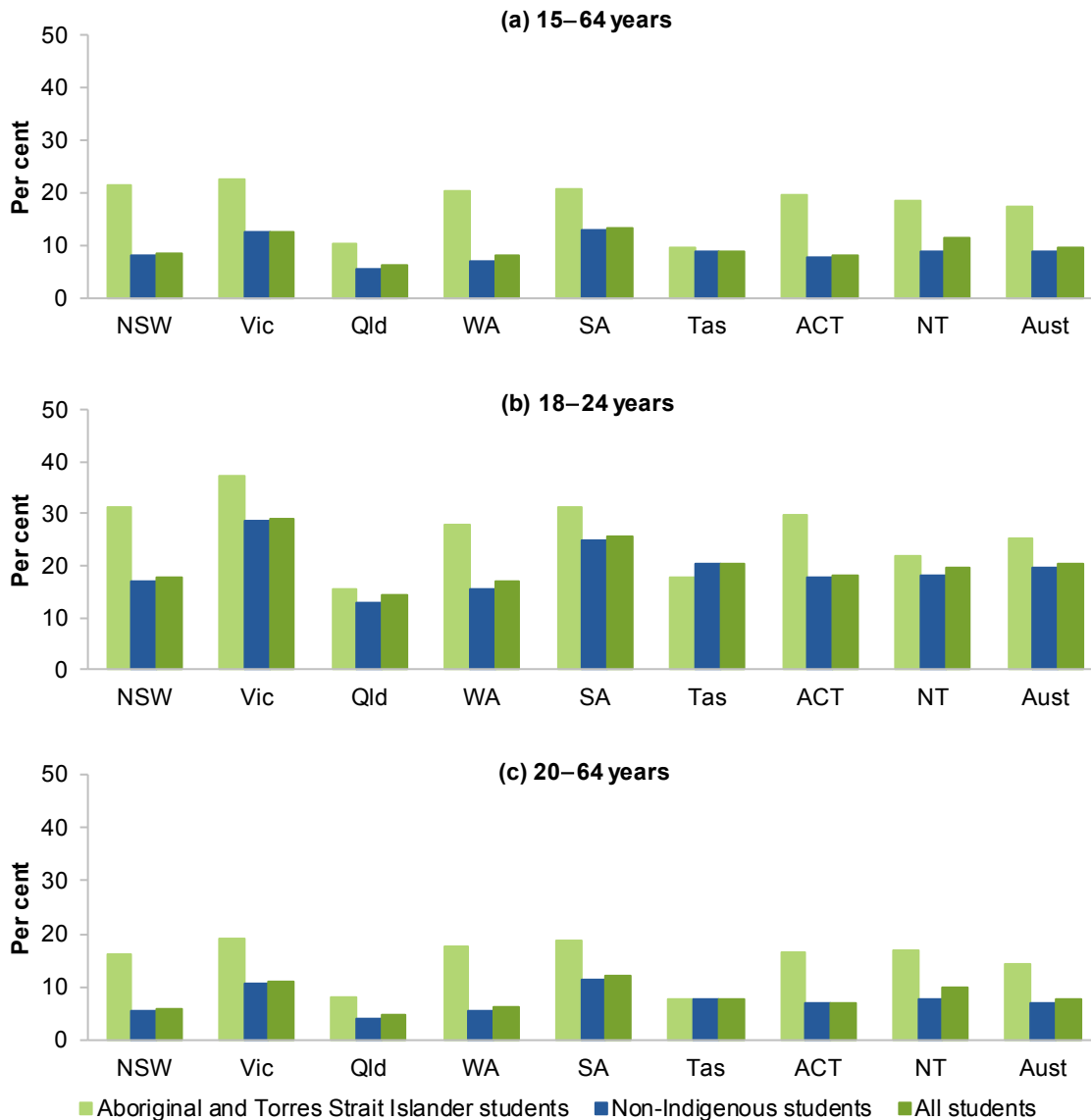
Student participation rate for the population aged 18–24 years

Nationally in 2013, 20.4 per cent of all people aged 18–24 years participated in government funded VET, compared with 25.4 per cent of the Aboriginal and Torres Strait Islander population and 19.6 per cent of the non-Indigenous population in the same age group.

Student participation rate for the population aged 20–64 years

Nationally, 7.6 per cent of all people aged 20–64 years participated, compared with 14.2 per cent of the Aboriginal and Torres Strait Islander population and 7.1 per cent of the non-Indigenous population aged 20–64 years (figure 5.10).

Figure 5.10 VET participation rate, by target age group and Indigenous status, 2013^{a, b, c}



a Data are for government funded VET students. **b** The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimates of the Aboriginal and Torres Strait Islander population. The all students participation rate is the number of students as a percentage of the estimated total population. **c** Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing participation data due to the high non-response rates in some jurisdictions (see table 5A.10).

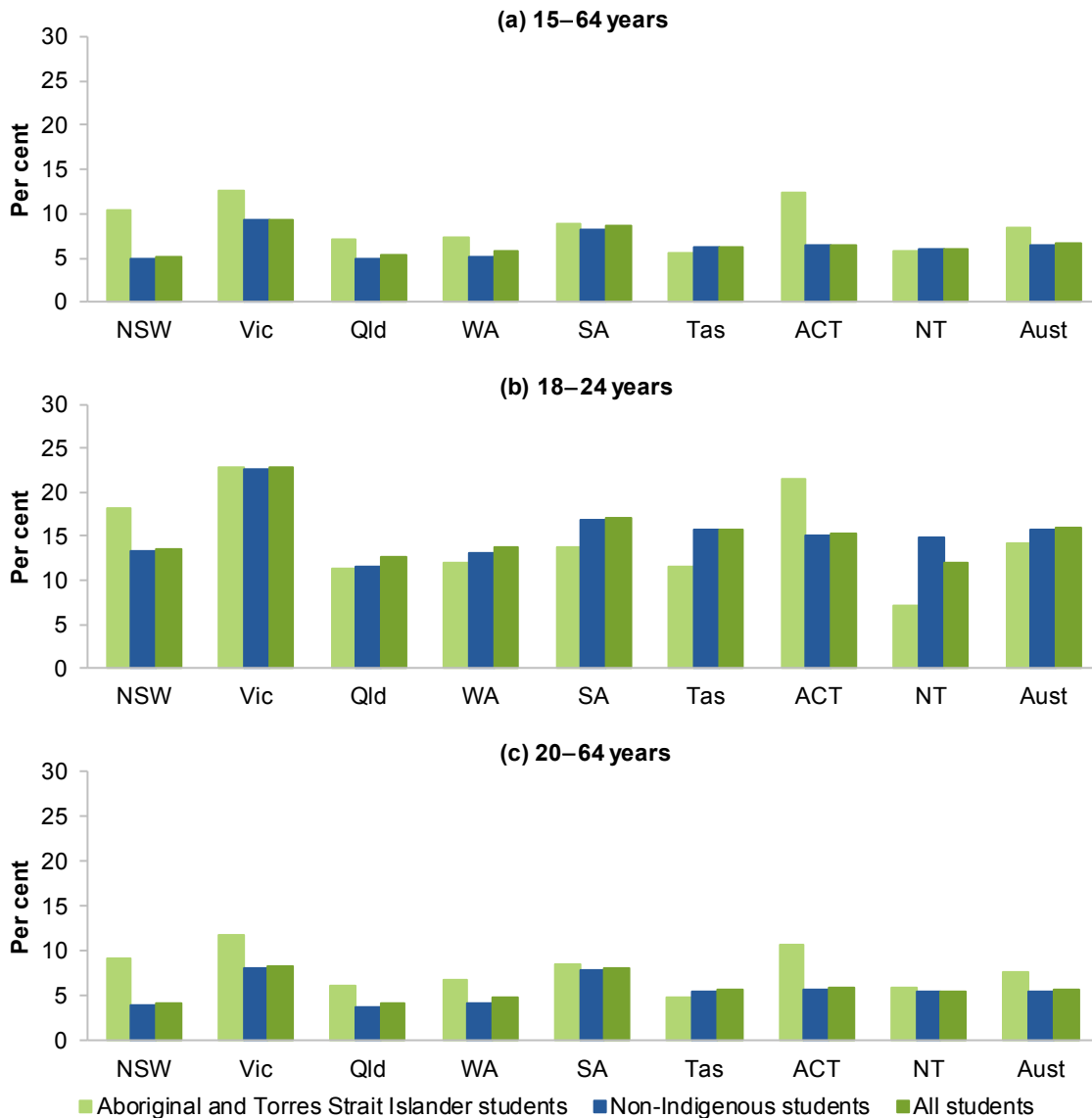
Source: NCVET (unpublished) National VET provider collection; ABS (2013), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 5A.10.

Participation in Certificate III or above

In 2013, approximately 1.0 million people aged 15–64 years participated in a government funded VET program at the certificate III level or above, representing 6.6 per cent of the population aged 15–64 years nationally (figure 5.11 and table 5A.17). This compares with 8.5 per cent of the Aboriginal and Torres Strait Islander population and 6.3 per cent of the non-Indigenous population aged 15–64 years (figure 5.11).

Nationally in 2013, 16.0 per cent of all people aged 18–24 years participated in government funded VET at the certificate III level or above, compared with 14.3 per cent of the Aboriginal and Torres Strait Islander population and 15.7 per cent of the non-Indigenous population aged 18–24 years. Nationally, 5.7 per cent of all people aged 20–64 years participated, compared with 7.7 per cent of the Aboriginal and Torres Strait Islander population and 5.4 per cent of the non-Indigenous population aged 20–64 years (figure 5.11).

Figure 5.11 VET participation rate in certificate III and above, by target age group and Indigenous status, 2013^{a, b, c, d}



^a Data are for government funded VET students. ^b Data are for the highest level qualification attempted by a student in a reporting year. ^c The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimates of the Aboriginal and Torres Strait Islander population. The all students participation rate is the number of students as a percentage of the estimated total population. ^d Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing participation data due to the high non-response rates in some jurisdictions (see table 5A.17).

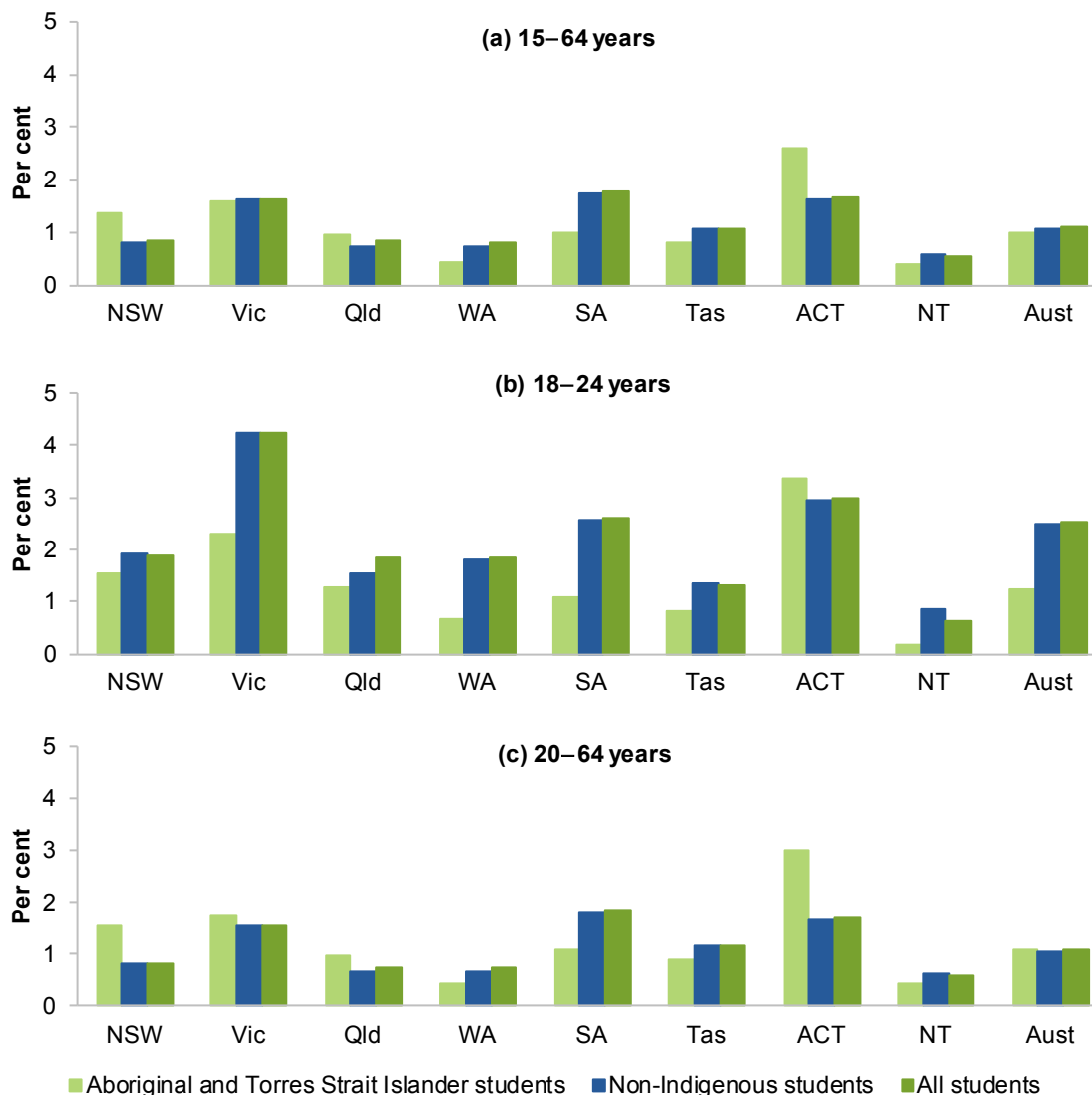
Source: NCVET (unpublished) National VET provider collection; ABS (2013), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.0; table 5A.17.

Participation in diploma and above

In 2013, approximately 173 400 people aged 15–64 years participated in a government funded VET program at the diploma level or above, representing 1.1 per cent of the population aged 15–64 years nationally (figure 5.12 and table 5A.18). This compares with 1.0 per cent of the Aboriginal and Torres Strait Islander population and 1.1 per cent of the non-Indigenous population aged 15–64 years (figure 5.12).

Nationally in 2013, 2.5 per cent of all people aged 18–24 years participated in government funded VET at the diploma level or above, compared with 1.2 per cent of the Aboriginal and Torres Strait Islander population and 2.5 per cent of the non-Indigenous population aged 18–24 years. Nationally, 1.1 per cent of all people aged 20–64 years participated, with similar proportions participating for Aboriginal and Torres Strait Islander and non-Indigenous populations (1.1 per cent and 1.0 per cent, respectively) (figure 5.12).

Figure 5.12 VET participation rate in diploma and above, by target age group and Indigenous status, 2013^{a, b, c, d, e}



^a Data are for government funded VET students. ^b Data are for the highest level qualification attempted by a student in a reporting year. ^c Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. ^d The Aboriginal and Torres Strait Islander students participation rate is the number of Aboriginal and Torres Strait Islander students as a percentage of the estimates of the Aboriginal and Torres Strait Islander population. The all students participation rate is the number of students as a percentage of the estimated total population. ^e Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form (table 5A.18). Care needs to be taken in comparing participation data due to the high non-response rates in some jurisdictions.

Source: NCVER (unpublished) National VET provider collection; ABS (2013), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026*, Cat. no. 3238.; table 5A.18.

Efficiency

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). The indicators of unit cost reported are ‘recurrent expenditure per annual hour’ and ‘recurrent expenditure per load pass’. The Steering Committee has addressed four areas to help improve the comparability of efficiency indicators across jurisdictions: superannuation; depreciation; user cost of capital; and payroll tax (see chapter 1). In VET, the user cost of capital is not included in estimates of recurrent expenditure, although it is reported separately in the measures ‘user cost of capital per annual hour’ (box 5.9) and ‘user cost of capital per load pass’ (box 5.10). To promote accuracy and comparability of reported efficiency measures some adjustments are made to the data (box 5.6).

Data for efficiency indicators are reported for 10 years (2004–2013) in the relevant attachment tables.

Box 5.6 Comparability of cost estimates

Government recurrent expenditure is calculated using data prepared by states and territories under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET financial data. These data are prepared annually on an accrual basis and are audited.

The method for calculating government recurrent expenditure for VET was changed commencing with the 2011 Report, and includes Commonwealth and State/Territory recurrent funding, Commonwealth specific purpose funding and State/Territory specific purpose funding. This includes activity funded under the NASWD. The definition of government recurrent expenditure has been broadened since the 2010 Report, which included only Commonwealth and State recurrent funding under the CSASAW (replaced by the NASWD on 1 January 2009). Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State/Territory recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. VET in schools revenue for 2010 and later years can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, commencing with the 2011 Report, the government recurrent expenditure figures include payments received by states and territories for VET in schools programs. Historical government expenditure has been recalculated to reflect this revised approach.

The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) is reported separately. The method for calculating user cost of capital is unchanged from the earlier editions of the Report (referred to as ‘cost of capital’ in this chapter prior to the 2011 Report).

(Continued on next page)

Box 5.6 (Continued)

To promote comparability of the financial data across states and territories, as well as comparability between the financial and activity data, expenditure is adjusted by course mix weights where used for calculating unit costs (that is, efficiency indicators per government funded annual hour) to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. The same method of calculating course mix weights has been implemented across all years for relevant data, providing comparability across all years for the indicators: 'government recurrent expenditure per annual hour' and 'user cost of capital per annual hour'.

Expenditure data for years prior to 2013 are adjusted to real dollars (2013 dollars) using the gross domestic product (GDP) chain price index (table 5A.93) This index is also used for calculating VET expenditure data in other reports.

Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period.

Government recurrent expenditure per annual hour

'Government recurrent expenditure per annual hour' is an indicator of governments' objective to provide VET services in an efficient manner. Recurrent cost per annual hour of training measures the average cost of producing a training output of the VET system (a unit cost) (box 5.7).

Box 5.7 Government recurrent expenditure per annual hour

'Government recurrent expenditure per annual hour' is defined as government recurrent expenditure (as defined in box 5.6) divided by government funded annual hours.

Low or decreasing unit costs can indicate efficient delivery of VET services.

Government recurrent expenditure per annual hour should be interpreted carefully because low or decreasing unit costs do not necessarily reflect a lessening of quality. The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member and differences in the length of training programs
- differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

Expenditure per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6). The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

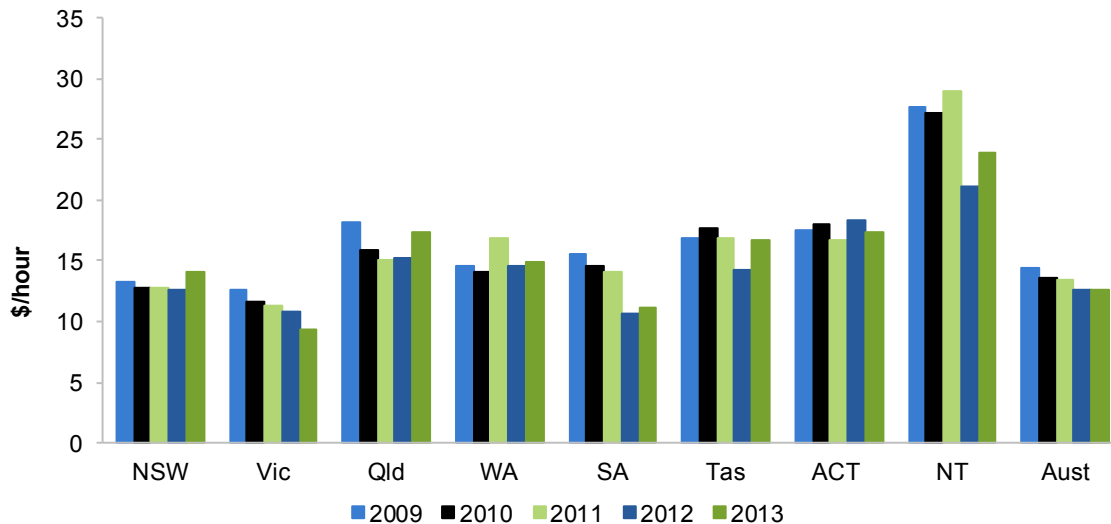
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Government real recurrent expenditure per annual hour of government funded VET programs in 2013 was \$12.60 nationally, an increase from \$12.53 in 2012 but a decrease from \$17.03 in 2004 (figure 5.13 and table 5A.19).

Figure 5.13 **Government real recurrent expenditure per annual hour (2013 dollars)^{a, b, c, d}**



^a The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. ^b Data for Australia exclude the ACT payroll tax estimate, but include actual payroll tax for all other jurisdictions. ^c The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. ^d Historical data have been adjusted to 2013 dollars using the GDP chain price index deflator (table 5A.93). Recent volatility in the deflator series affects annual movements of real expenditure.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.19.

Government recurrent expenditure per load pass

'Government recurrent expenditure per load pass' is an indicator of governments' objective to provide VET services in an efficient manner. It is the cost to government of each successfully completed VET module or unit of competency (that is, the cost per successfully achieved output) (box 5.8).

Box 5.8 Government recurrent expenditure per load pass

'Government recurrent expenditure per load pass' is defined as government recurrent expenditure (as defined in box 5.6) divided by hours of government funded load pass. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

Low or decreasing unit costs can indicate efficient delivery of VET services per successfully completed load pass hour.

The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
- differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

The reported government recurrent expenditure excludes capital expenditure, and the user cost of capital is reported separately.

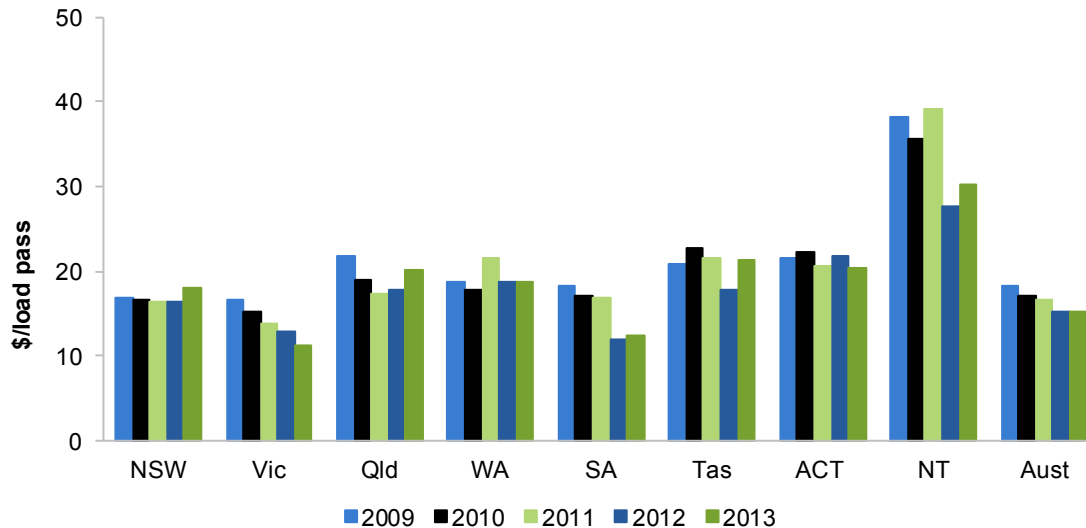
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Government real recurrent expenditure per load pass hour of government funded VET programs in 2013 was \$15.23 nationally, a decrease from \$15.28 in 2012 and from \$23.18 in 2004 (figure 5.14 and table 5A.20).

Figure 5.14 **Government real recurrent expenditure per hour of load pass (2013 dollars)^{a, b, c, d}**



^a The ACT does not levy payroll tax on its VET employees. A payroll tax estimate based on the ACT payroll tax rate has been included in the expenditure data for the ACT. ^b Data for Australia exclude the ACT payroll tax estimate, but include actual payroll tax for all other jurisdictions. ^c The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers. ^d Historical data have been adjusted to 2013 dollars using the GDP chain price index deflator (table 5A.93). Recent volatility in the deflator series affects annual movements of real expenditure.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.20.

User cost of capital per annual hour

'User cost of capital per annual hour' is an indicator of governments' objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.9).

Box 5.9 **User cost of capital per annual hour**

'User cost of capital per annual hour' is defined as the user cost of capital (adjusted for course mix weight) divided by government funded annual hours. User cost of capital is 8 per cent of the value of total physical non-current assets. Annual hours are the total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy.

Low or decreasing total costs per annual hour can reflect higher efficiency in the delivery of VET services.

User cost of capital per annual hour should be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 1.

User cost of capital per annual hour is adjusted for course mix differences across jurisdictions (more information is provided in box 5.6).

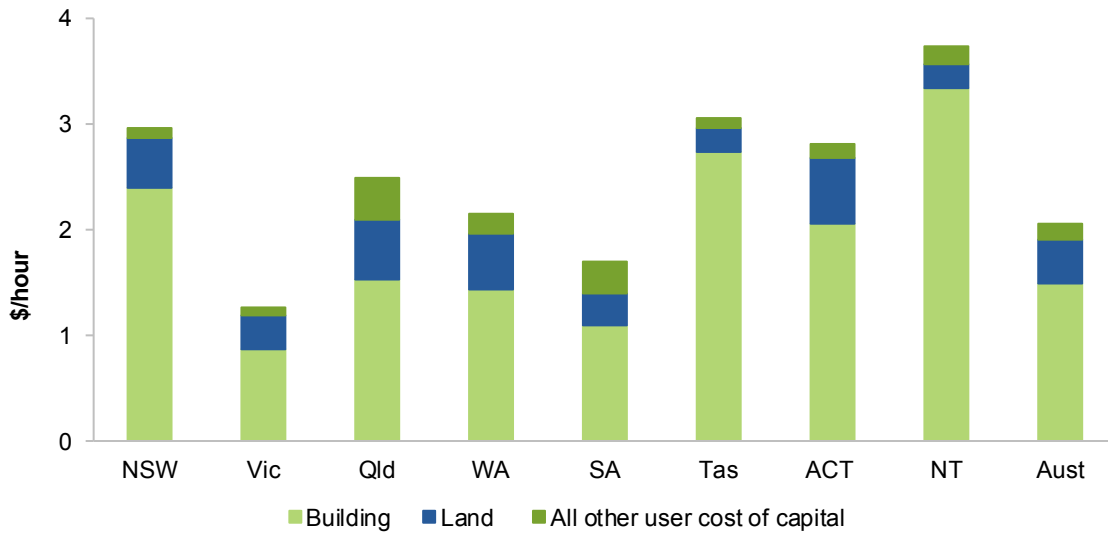
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Nationally, the user cost of capital per annual hour in 2013 was \$2.05. The largest components of user cost of capital per annual hour were building costs (\$1.49) followed by land costs (\$0.41) (figure 5.15).

Figure 5.15 User cost of capital per annual hour, 2013^a



^a 'All other user cost of capital' includes plant, equipment, motor vehicles and other capital. See table 5A.21 for further information.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.21.

Tables 5A.22 and 5A.23 provide additional information on the total cost to government of funding VET per annual hour over a 10-year time series (including both the user cost of capital and recurrent costs).

User cost of capital per load pass

'User cost of capital per load pass' is an indicator of governments' objective to provide VET services in an efficient manner. The user cost of capital is included in estimates of the cost of government services because it reflects the opportunity cost of government assets. Not reporting the user cost of capital underestimates the cost to government of service provision (box 5.10).

Box 5.10 User cost of capital per load pass

'User cost of capital per load pass' is defined as the user cost of capital divided by hours of government funded load pass. User cost of capital is 8 per cent of the value of total physical non-current assets. Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.

Low or decreasing total costs per load pass hour can reflect higher efficiency in the delivery of VET services.

User cost of capital per load pass should be interpreted carefully because differences in some input costs (for example, land values) could affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 1.

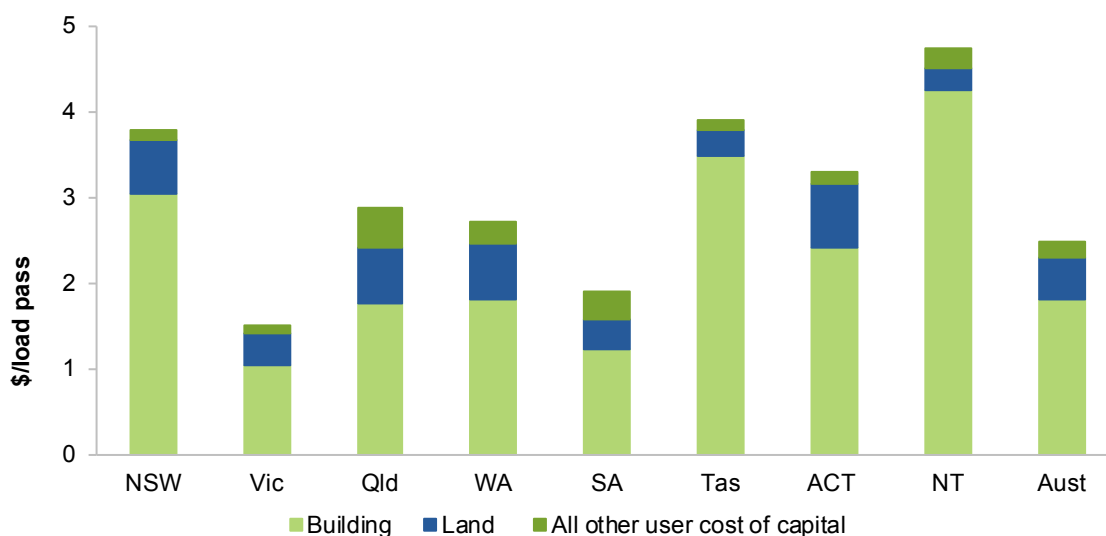
Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

In 2013, the user cost of capital per load pass hour was \$2.48 nationally. The largest components were building (\$1.80) and land (\$0.49) costs (figure 5.16).

Figure 5.16 User cost of capital per hour of load pass, 2013^{a, b}



^a Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL. It does not include non-assessable enrolments. ^b 'All other user cost of capital' includes plant, equipment, motor vehicles and other capital.

Source: NCVET (unpublished) National financial and VET provider collections; table 5A.21.

Tables 5A.22 and 5A.24 provide additional information on the total cost to government of funding VET per load pass hour over a 10-year time series (including both the user cost of capital and recurrent costs).

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5). The objectives for VET services include a range of outcomes for students and employers (box 5.3).

Student outcomes

The annual *Student Outcomes Survey* conducted by the NCVET identifies training outcomes for students who graduated with a qualification from a course (graduates) and students who successfully completed some training below the level of full qualification and who were no longer engaged in training when the survey was undertaken (module completers). The students must have been undertaking activity within the VET system in Australia in the previous year (box 5.11).

Box 5.11 Student Outcomes Survey

The Student Outcomes Survey collects data about graduates and module completers, including their general characteristics, fields of study, employment outcomes, occupations, industries of employment, satisfaction with their course of study, and further study outcomes.

The survey collects the opinions of a sample of VET students, so the results are estimates of the opinions of the total VET student population. The sample is randomly selected and stratified for graduates and module completers by TAFE institute, field of study, sex and age. Responses are weighted to population benchmarks to minimise non-response bias.

The precision of survey estimates depends on the sample size and the distribution of sample responses. Consequently, jurisdictional comparisons should be made with care. To assist with making comparisons across jurisdictions, error bars representing the 95 per cent confidence intervals associated with each point estimate are presented in the survey figures. These confidence intervals can be used to indicate whether there are likely to be statistically significant differences across jurisdictions. When comparing the estimates, if the confidence intervals for the jurisdictions do not overlap, then the estimates are statistically significantly different (at the 95 per cent confidence level). Confidence intervals are also included in the associated attachment tables.

The Student Outcomes Survey yields data on all VET providers, capturing government funded students (TAFE, private and community education providers) as well as those training on a fee-for-service basis (TAFE and some private and community education providers). The discussion of student outcomes in the chapter focuses on government funded VET graduates, that is, students who undertook government funded VET activity.

Care should be taken when comparing student outcomes across states and territories, because each jurisdiction has different economic, demographic and social profiles that are likely to have an effect on a range of training related outcomes. In particular, economic parameters beyond the control of the VET system may affect employment outcomes for graduates (see chapter 2).

Student employment and further study outcomes

‘Student employment and further study outcomes’ is an indicator of governments’ objective for the VET system to meet individual students’ objectives. It reports on the benefits students gained from the VET system. These benefits include employment, improved employment circumstances, a pathway for further study/training, and personal development (box 5.12).

Box 5.12 Student employment and further study outcomes

'Student employment and further study outcomes' is defined by four measures:

- the proportion of government funded VET graduates who were employed and/or continued on to further study after completing their course, reported by VET target groups
- the proportion of government funded VET graduates employed after completing their course who were unemployed before the course
- the proportion of government funded VET graduates who improved their employment circumstances after completing their course, reported by VET target groups and by level of qualification. The definition of 'improved employment circumstances' is at least one of:
 - employment status changing from not employed before training (both unemployed and not in the labour force) to employed either full-time or part-time after training
 - employed at a higher skill level after training
 - received a job-related benefit after completing their training, including set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits
- the proportion of government funded VET graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course.

Data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Aboriginal and Torres Strait Islander students).

Holding other factors constant, high or increasing proportions indicate positive employment or further study outcomes after training. The proportion of students who improved their employment outcomes or were engaged in further study can overlap, since students may realise the two outcomes simultaneously.

Comparison of labour market outcomes must also account for the general economic conditions in each jurisdiction (see chapter 2).

Data reported for these measures are:

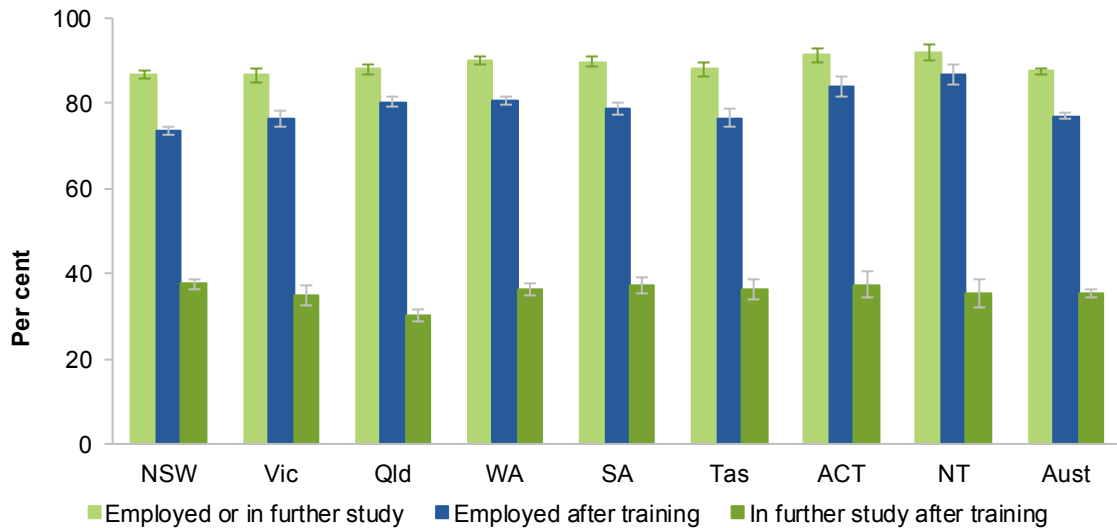
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Student employment and further study outcomes —the proportion of graduates who were employed and/or continued on to further study after completing their course

Nationally, 87.5 per cent of government funded VET graduates surveyed indicated that they were either in employment and/or pursuing further study after completing a VET course in 2013 — compared with 89.2 per cent in 2009. Of all government funded VET graduates in 2013, 77.0 per cent said they were in employment while 35.3 per cent had continued on to further study (figure 5.17 and table 5A.25).

Figure 5.17 **Proportion of government funded VET graduates in employment and/or who continued on to further study in 2013 after completing a course^{a, b, c}**

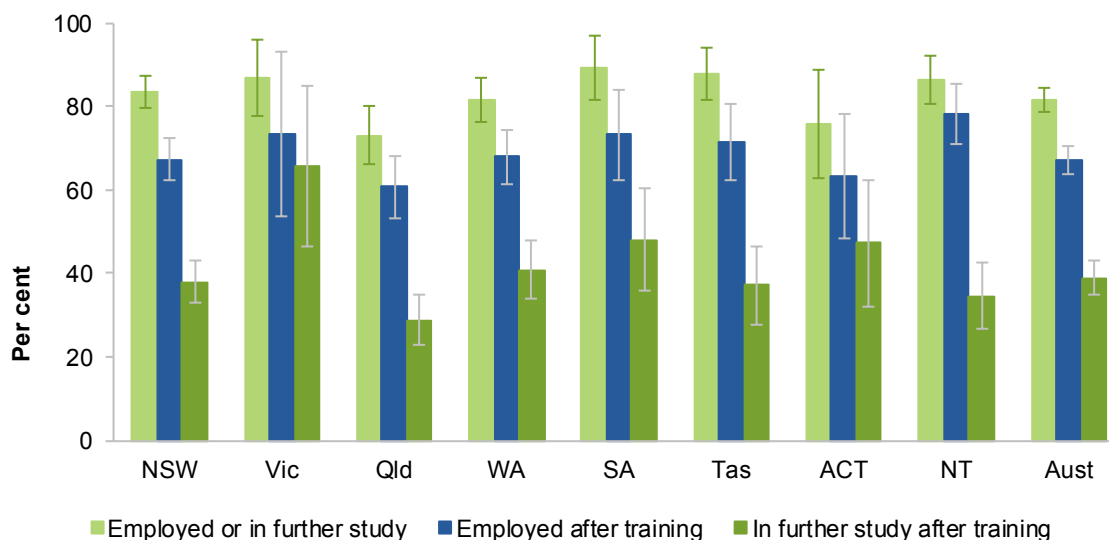


^a Graduates employed after training and graduates in further study after training are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c Data relate to courses completed in 2012.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.25.

Nationally, 81.5 per cent of government funded Aboriginal and Torres Strait Islander VET graduates in 2013 indicated that they were employed and/or in further study after completing a course — compared with 84.2 per cent in 2009. Of government funded Aboriginal and Torres Strait Islander VET graduates in 2013, 67.2 per cent indicated that they were employed after completing a course (compared with 77.0 per cent of all government funded VET graduates) and 38.9 per cent continued on to further study (compared with 35.3 per cent of all government funded VET graduates) (figure 5.18 and tables 5A.25–26).

Figure 5.18 Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or who continued on to further study in 2013 after completing a course a, b, c, d



a Graduates employed and graduates in further study are subsets of graduates who are employed or in further study. Graduates can be both employed and in further study. **b** Error bars represent the 95 per cent confidence interval associated with each point estimate **c** Data relate to courses completed in 2012. **d** ACT data for in further study and training are not published due to 5 or fewer responses.

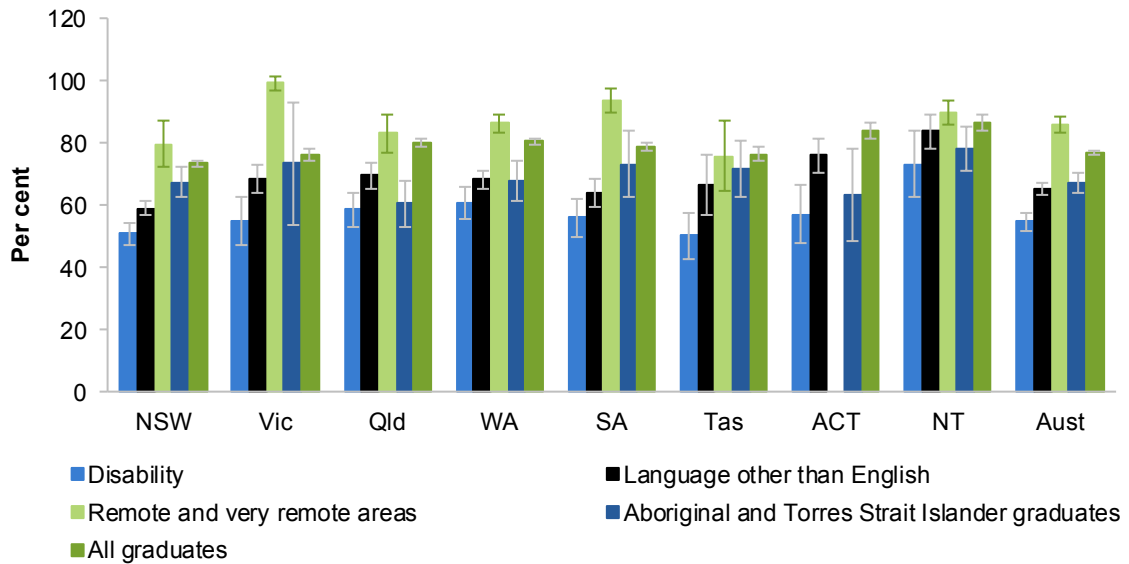
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.26.

The proportions of graduates by target groups who were in employment after completing their course or continued onto further study can also indicate the equity of outcomes for these groups.

Nationally, 54.8 per cent of government funded VET graduates with disability, 65.3 per cent of graduates who spoke a language other than English at home, 85.9 per cent of graduates from remote and very remote areas and 67.2 per cent of Aboriginal and Torres Strait Islander graduates were employed in 2013 after completing a course in 2012. In comparison, 77.0 per cent of all government funded VET graduates were employed after completing a course (figure 5.19).

Further information for non-Indigenous graduates and graduates from other geographical locations are reported in tables 5A.27–30.

Figure 5.19 Proportion of government funded VET graduates in employment after completing a course, by target group, 2013^{a, b, c, d}

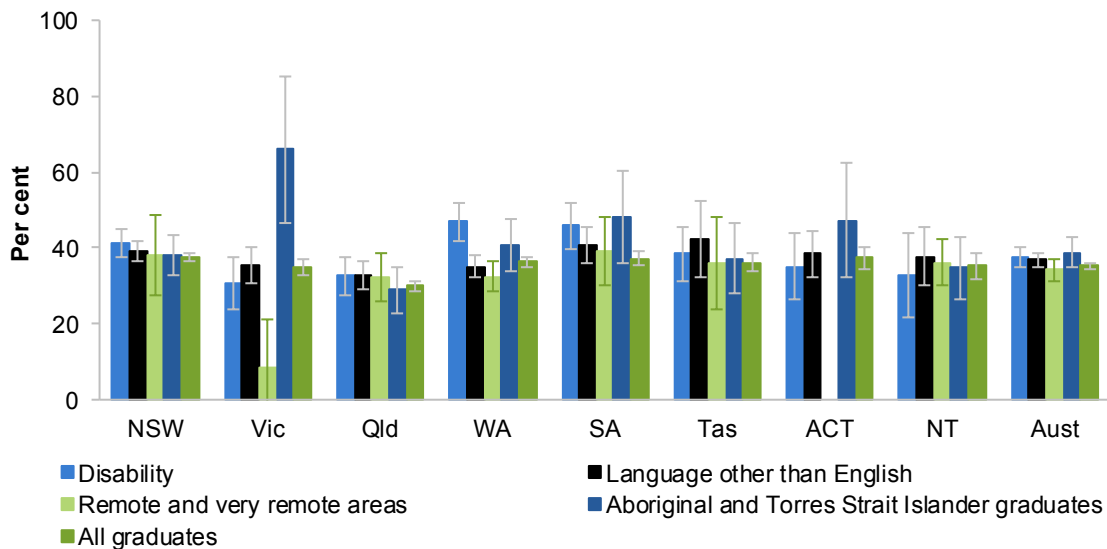


^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c Data relate to courses completed in 2012. ^d There are no very remote areas in Victoria and no remote or very remote areas in the ACT.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.25–26 and 5A.31–33.

Nationally, 37.4 per cent of government funded VET graduates with disability, 36.9 per cent of graduates who spoke a language other than English at home, 34.2 per cent of graduates from remote and very remote areas and 38.9 per cent of Aboriginal and Torres Strait Islander graduates continued on to further study in 2013 after completing a course in 2012. In comparison, 35.3 per cent of all government funded VET graduates continued on to further study (figure 5.20).

Figure 5.20 Proportion of government funded VET graduates who continued on to further study after completing a course, by target group, 2013^{a, b, c, d}

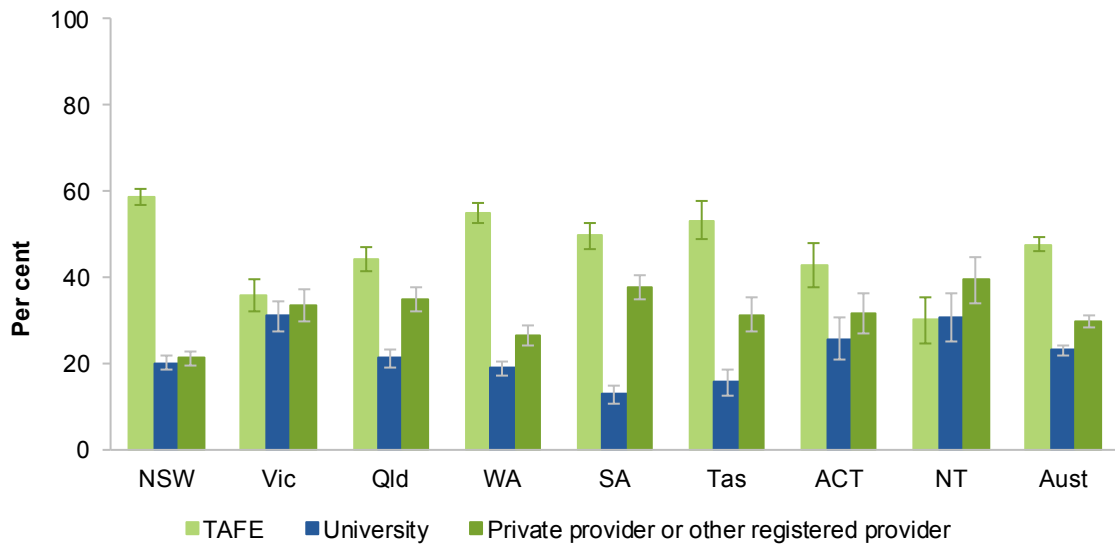


^a Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. The data for graduates from remote and very remote areas in Victoria have relative standard errors greater than 25 per cent and need to be used with caution. ^c Data relate to courses completed in 2012. ^d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote and very remote data for Victoria are for students from remote and very remote areas throughout Australia studying in Victoria (there are no remote and very remote data for the ACT).

Source: NCVET (unpublished) *Student Outcomes Survey*, tables 5A.25–26 and 5A.31–33.

Of those government funded VET graduates who continued on to further study in 2013, 47.6 per cent pursued their further study within the TAFE system, while 23.0 per cent went on to further study at universities and 29.5 per cent went on to further study at private providers or other registered providers (figure 5.21).

Figure 5.21 **Proportion, by type of continuing institution, of government funded VET graduates who continued on to further study after completing a course, 2013^{a, b}**

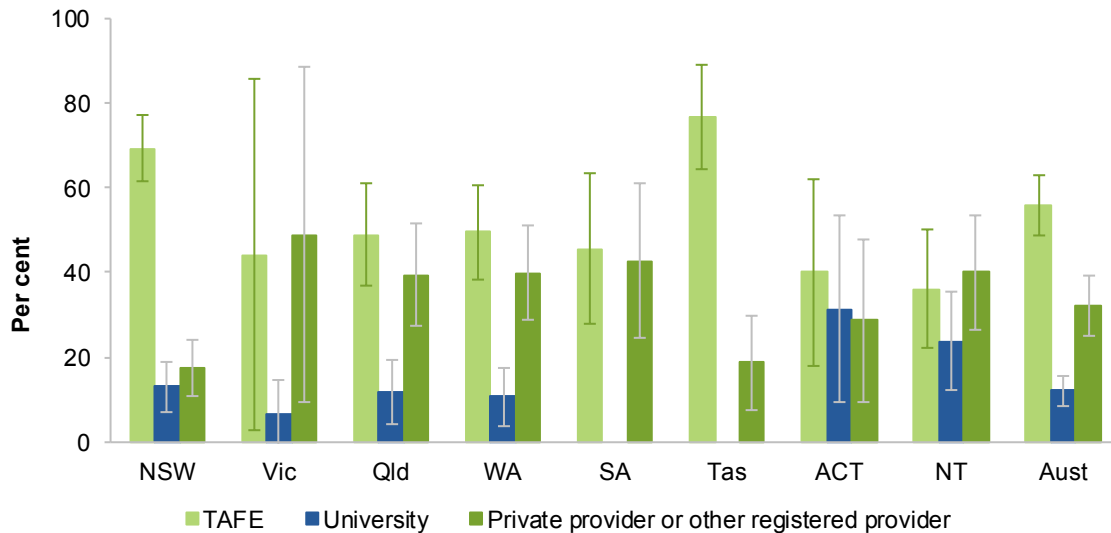


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data relate to courses completed in 2012.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.25.

Of those government funded Aboriginal and Torres Strait Islander VET graduates who went on to further study in 2013, 55.8 per cent continued on to further study within the TAFE system (compared with 47.6 per cent for all government funded VET graduates), while 12.1 per cent went to university (compared with 23.0 per cent for all government funded VET graduates) and 32.1 per cent went on to further study at private providers or other registered providers (compared with 29.5 per cent for all government funded VET graduates) (figure 5.22 and table 5A.25).

Figure 5.22 Proportion, by type of continuing institution, of Aboriginal and Torres Strait Islander government funded VET graduates who continued on to further study after completing a course, 2013^{a, b}



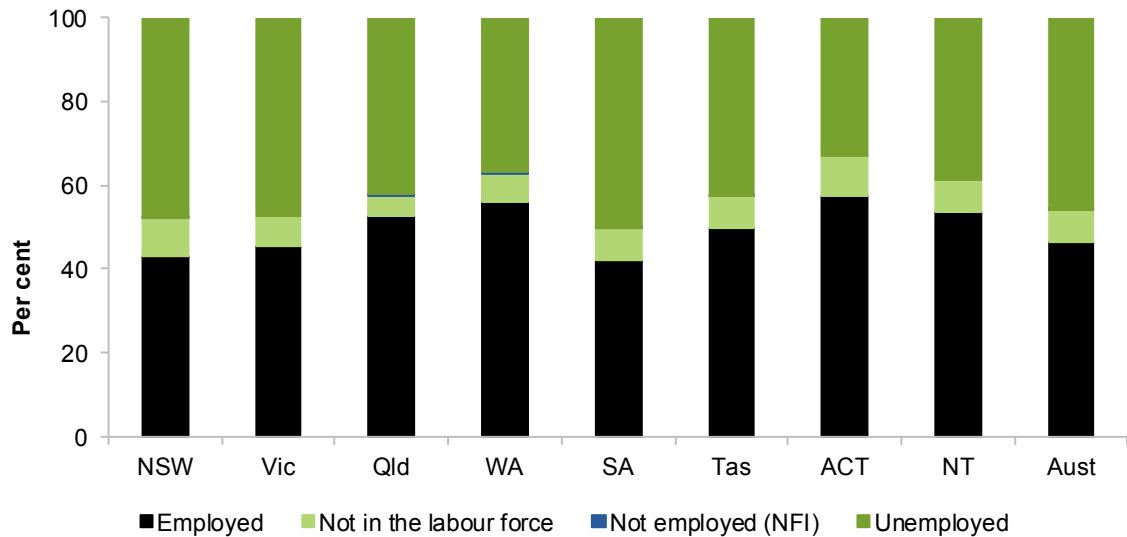
^a The data for graduates who continued at TAFE for Victoria, Queensland and the NT, at University for NSW, Queensland, SA and the NT, and for graduates at private provider or other registered provider for NSW, Victoria, Queensland and WA have relative standard errors greater than 25 per cent and should be used with caution. Some data for Victoria, WA, SA, Tasmania and the ACT are not published due to 5 or fewer responses, but are included in the Australian total. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.26.

Student employment and further study outcomes — the proportion of graduates employed after completing their course who were unemployed before the course

Nationally, of the government funded VET graduates surveyed in 2013 who were unemployed before the course, 46.6 per cent indicated they were employed after the course, 45.9 per cent were unemployed and 7.4 per cent were not in the labour force (figure 5.23).

Figure 5.23 **Labour force status after the course of government funded VET graduates who were unemployed before the course, 2013^a**



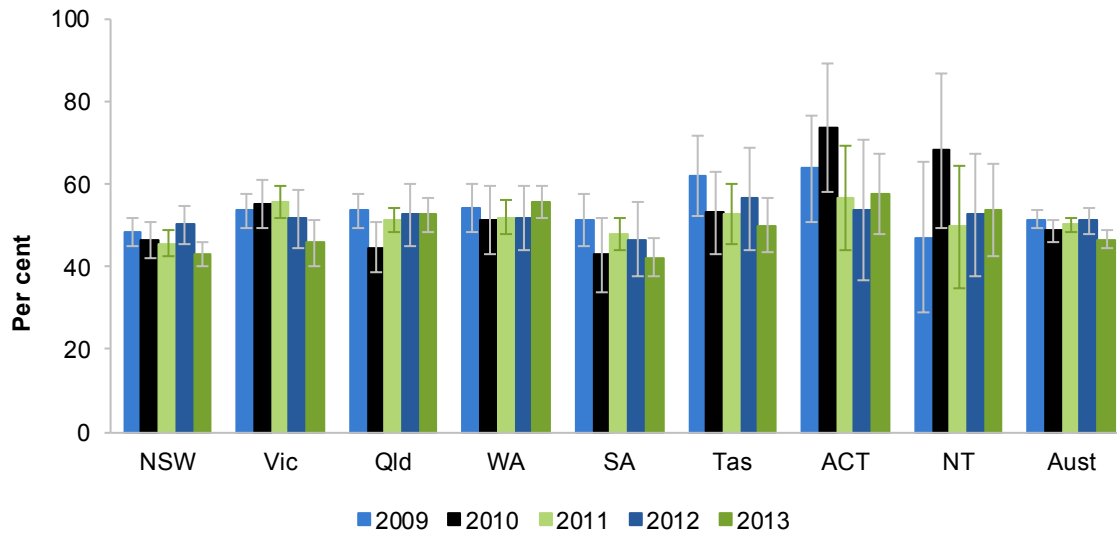
NFI = No further information

^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.34. Not in the labour force estimates for Queensland, WA, Tasmania and the NT have relative standard errors greater than 25 per cent and should be used with caution. Not in the labour force estimates for the ACT are not published due to 5 or fewer responses, but are included in the Australian total.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.34.

Between 2009 and 2013, the proportion of all government funded VET graduates who were unemployed before the course and who became employed after the course decreased by 4.9 percentage points to 46.6 per cent (figure 5.24). This compares with a decrease of 13.6 percentage points over the same period for government funded Aboriginal and Torres Strait Islander VET graduates to 39.1 per cent (table 5A.35).

Figure 5.24 **Proportion of government funded VET graduates who were unemployed prior to commencing a course and were employed after completing a course^a**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

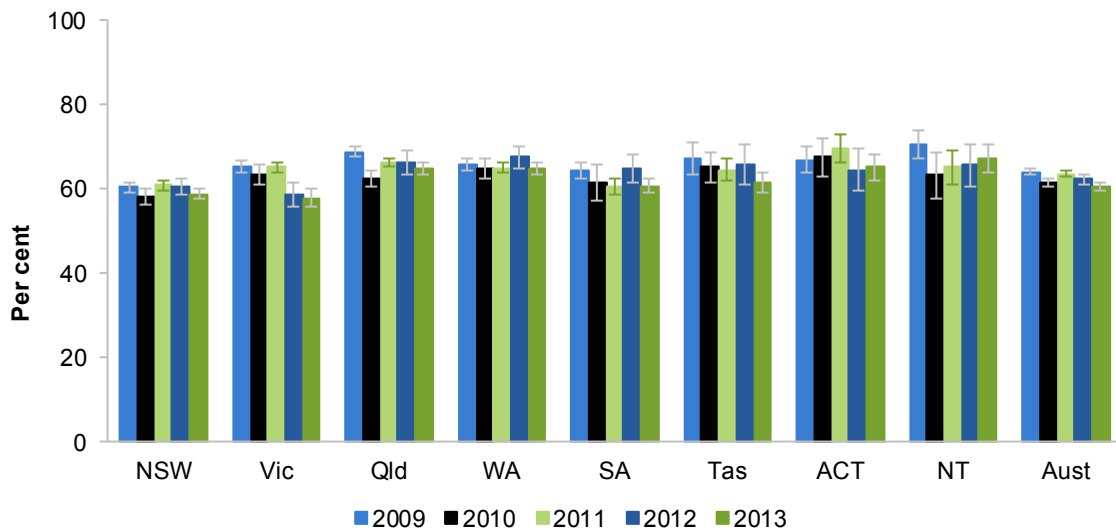
Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.34.

Additional information is provided in tables 5A.36–37 on the labour force status of non-Indigenous graduates and of graduates who were employed prior to the course.

Student employment and further study outcomes — the proportion of graduates who improved their employment circumstances after completing their course

Nationally, 60.3 per cent of all government funded VET graduates in 2013 indicated they had improved their employment circumstances after completing their course, a decrease of 3.7 percentage points from 2009 (figure 5.25). Data from 2005 are included in table 5A.41.

Figure 5.25 **Proportion of government funded VET graduates who improved their employment circumstances after training^a**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVER (unpublished) *Student Outcomes Survey*; table 5A.41.

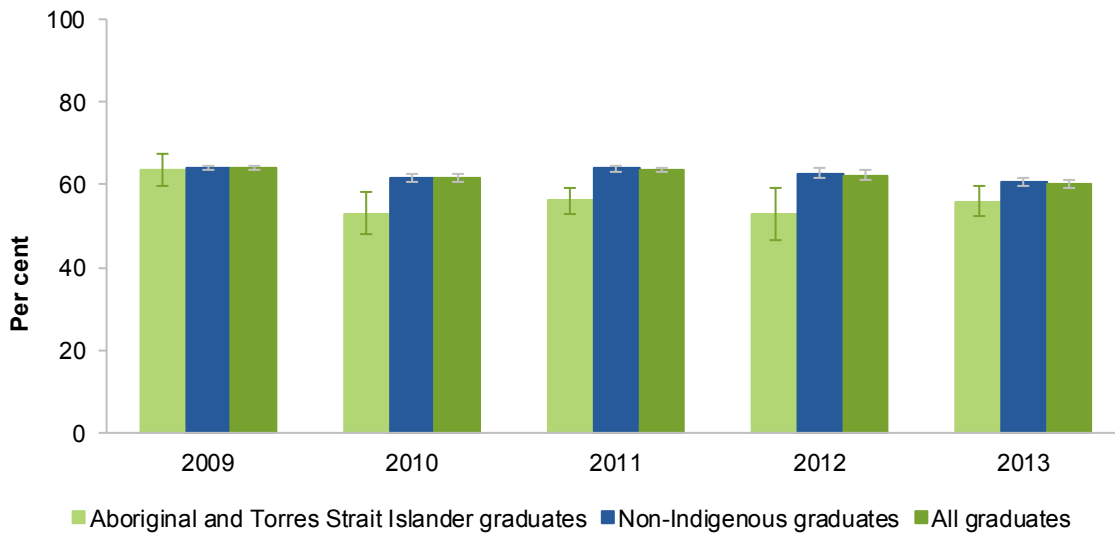
Nationally, for government funded VET graduates in 2013:

- 12.4 per cent changed from ‘not employed’ before training to ‘employed’ after completing their training
- 10.9 per cent were employed at a higher skill level after completing their training
- 56.8 per cent received a job related benefit after completing their training (table 5A.45).

Nationally, 55.9 per cent of all government funded Aboriginal and Torres Strait Islander VET graduates in 2013 indicated they had improved their employment circumstances after completing their course — a decrease of 7.5 percentage points from 2008 (table 5A.43) — compared with 60.5 per cent of government funded non-Indigenous VET graduates and 60.3 per cent of all government funded VET graduates in 2013 (figure 5.26).

Table 5A.42 includes national data for graduates who speak a language other than English at home, graduates with disability, and graduates from remote and very remote areas. Of these groups, government funded VET graduates who reported disability were the least likely to indicate that they had improved employment circumstances in 2013 (42.3 per cent).

Figure 5.26 Proportion of government funded VET graduates who improved their employment circumstances after training, by Indigenous status^a



^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.41 and 5A.43–44.

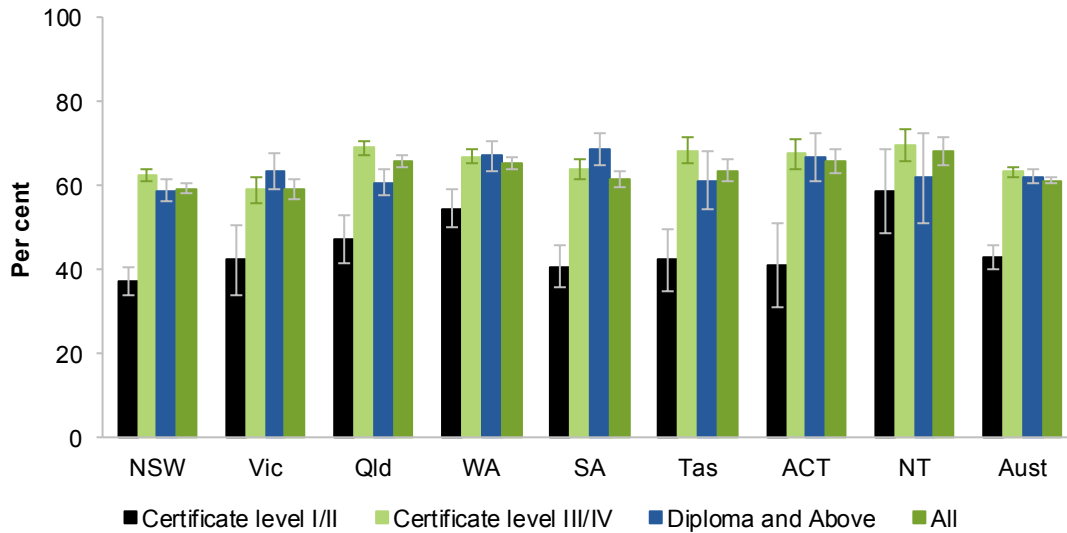
Nationally for government funded Aboriginal and Torres Strait Islander VET graduates in 2013:

- 14.8 per cent changed from ‘not employed’ before training to ‘employed’ after completing their training
- 8.0 per cent were employed at a higher skill level after completing their training
- 53.0 per cent received a job-related benefit after completing their training (table 5A.45).

Nationally in 2013, 62.2 per cent of government funded VET graduates with a diploma or above indicated they had improved their employment circumstances after completing their course (figure 5.27).

Data on the percentage of all graduates aged 20–64 years who improved their employment circumstances after completing their training, by geolocation are included in table 5A.46. Data on the percentage of graduates aged 20–64 years who improved their employment circumstances after completing their training, by Indigenous status are included in Table 5A.47. Table 5A.49 provides information on the percentage of graduates aged 20–64 years who improved their employment circumstances after completing their training, by certificate level.

Figure 5.27 **Proportion of government funded VET graduates who improved their employment circumstances after training, by certificate level, 2013^a**



^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.47–48.

Student employment and further study outcomes — the proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course

Nationally in 2013, of all government funded VET graduates who were employed after their training and undertook their course for employment related reasons, 76.3 per cent indicated they had gained at least one job-related benefit from completing the course (figure 5.28). This compares with 81.6 per cent for government funded Aboriginal and Torres Strait Islander VET graduates (table 5A.40).

Figure 5.28 Proportion of government funded VET graduates who undertook their course for employment-related reasons and who received at least one job-related benefit from completing the course, 2013^a



^a Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.39.

Individual graduates could receive more than one benefit. The benefits reported by graduates included that they had:

- obtained a job (30.3 per cent)
- achieved an increase in earnings (24.5 per cent)
- achieved a promotion or an increased status at work (33.2 per cent)
- a change of job or a new job (17.7 per cent)
- gained the ability to start their own business (7.6 per cent) (table 5A.39).

Attachment table 5A.38 provides information on the reported relevance to the main job, for those graduates who were employed after completing their course and undertook their course for employment related reasons. Further information on VET employment outcomes is available from the Down the Track survey of long term VET outcomes for 15-24 year olds, which is referred to in the 2006 Report (SCRGSP 2006, box 4.13) and is available in *Down the track: TAFE outcomes for young people two years on* (NCVER 2006).

Student achievement in VET

‘Student achievement in VET’ is an indicator of governments’ objective for students to achieve success in VET (box 5.13).

Box 5.13 Student achievement in VET

'Student achievement in VET' is defined by three measures:

- 'Load pass rate' is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all hours of students who were assessed and either passed, failed or withdrew. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through RPL.
- 'Proportion of graduates with improved education/training status after training' is the number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), divided by the number of VET course enrolments.
- 'Estimated qualification completion rate' is the number of VET students in a given year who commenced a course and eventually completed their course, expressed as a proportion of all course commencing enrolments in that year. Qualifications at AQF Certificate 1 and above are included. The subject load pass rates for students commencing in that year are also included — while not all courses are completed, subject completions are also valuable. More detail on the estimation method is included in box 5.14.

For 'load pass rate' and 'proportion of graduates with improved education/training status after training', data are provided for VET target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Aboriginal and Torres Strait Islander students). Achievement by VET target groups can also indicate the equity of outcomes for these groups.

High or increasing load pass rates and proportions of students who commenced and completed indicate that student achievement is high or improving, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether students from target groups are as successful as other students. Care needs to be taken in comparing data across jurisdictions because average module durations vary across jurisdictions.

Changes in the proportion of graduates with improved education/training status after training may be affected by relatively large changes in enrolments, due to the time lag between course enrolment (the denominator) and qualification completion (the numerator used for deriving the proportion). Care therefore needs to be taken when interpreting changes over time in the proportion of graduates with improved education/training status after training.

Data reported for these measures are

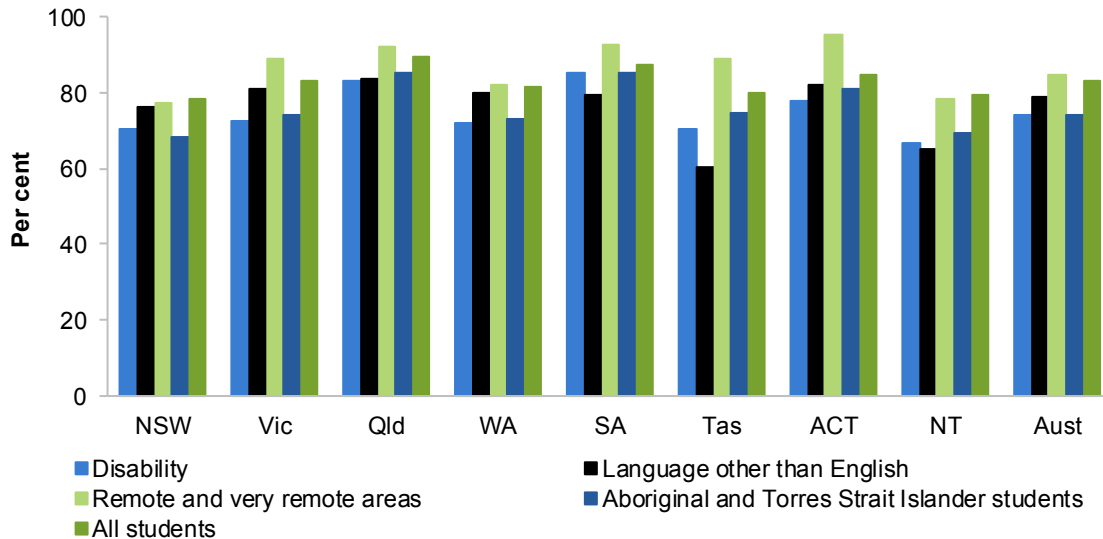
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 and 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Student achievement in VET — load pass rate

In 2013, the load pass rate for all government funded students was 82.9 per cent, lower than the load pass rates for students from remote and very remote areas (85.0 per cent). The load pass rates for Aboriginal and Torres Strait Islander students (74.1 per cent), students with disability (74.0 per cent) and students speaking a language other than English at home (79.0 per cent) were lower than for all students (figure 5.29).

Figure 5.29 Load pass rates, by target group, 2013^{a, b, c, d}



^a Data are for government funded hours. ^b People with disability are defined as those who self-identify on enrolment forms that they have disability, impairment or a long-term condition. ^c Care should be taken in comparing load pass rates for students reporting disability, students speaking a language other than English at home and for Aboriginal and Torres Strait Islander students because the non-identification rates for these groups are high. ^d There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in these jurisdictions.

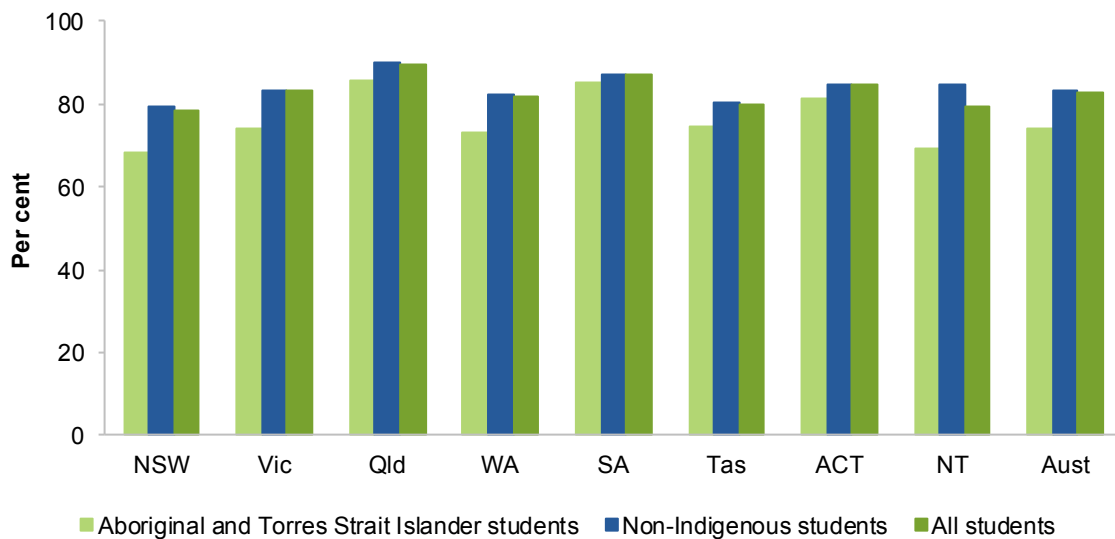
Source: NCVET (unpublished) National VET provider collection; tables 5A.50–53.

Nationally, between 2009 and 2013, load pass rates increased for all students by 3.1 percentage points to 82.9 per cent (table 5A.50) and for:

- students with disability by 3.4 percentage points to 74.0 per cent (table 5A.52)
- students speaking a language other than English at home by 6.0 percentage points to 79.0 per cent (table 5A.53)
- students from remote and very remote areas by 2.1 percentage points to 85.0 per cent (table 5A.51)
- Aboriginal and Torres Strait Islander students by 3.8 percentage points to 74.1 per cent (table 5A.50).

In 2013, nationally, the load pass rate for Aboriginal and Torres Strait Islander students (74.1 per cent) was lower than the load pass rate for non-Indigenous students (83.2 per cent) and for all students (82.9 per cent) (figure 5.30).

Figure 5.30 Load pass rate, by Indigenous status 2013^{a, b}



^a Data are for government funded hours. ^b Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing rates for Aboriginal and Torres Strait Islander and non-Indigenous students as non-identification rates can be high.

Source: NCVET (unpublished) National VET provider collection; table 5A.50.

Load pass rates for Aboriginal and Torres Strait Islander students increased by 10.2 percentage points nationally between 2004 and 2013, to 74.1 per cent. This compares with an increase of 5.3 percentage points over the same period for non-Indigenous students (to 83.2 per cent in 2013) and an increase of 5.6 percentage points over the same period for all students (to 82.9 per cent) (table 5A.50).

Student achievement in VET — proportion of graduates with improved education/training status after training

Students who completed a qualification in 2012 and had improved education/training status after training (higher than their previous qualification), as a percentage of course enrolments by students in 2012, was 18.0 per cent. This increased from 13.6 per cent in 2008, representing an increase of 4.4 percentage points over the period (figure 5.31).

Figure 5.31 **Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments^{a, b}**

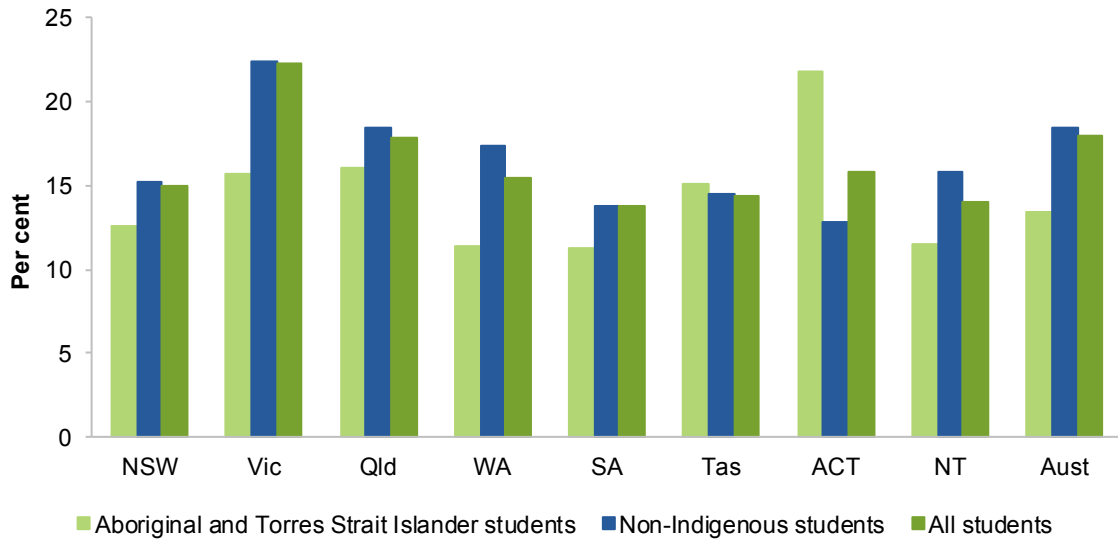


^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.54.

Qualification completions in 2012 by Aboriginal and Torres Strait Islander students with improved education/training status after training, as a percentage of course enrolments by Aboriginal and Torres Strait Islander students in 2012, was 13.4 per cent (figure 5.32) — an increase of 3.2 percentage points from 10.2 per cent in 2008 (table 5A.54). This compares to an increase of 4.1 percentage points for non-Indigenous students between 2008 (14.3 per cent) and 2012 (18.4 per cent) (table 5A.54).

Figure 5.32 **Qualifications completed by students with improved education/training status after training, as a percentage of course enrolments, by Indigenous status 2012^{a, b}**



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.54.

Qualification completions in 2012 by students from remote and very remote areas with improved education/training status after training, as a percentage of course enrolments by those students in 2012, was 12.4 per cent. This represents an increase of 1.8 percentage points from 10.6 per cent in 2008 — lower than the 4.4 percentage points increase for all students (table 5A.56).

Tables 5A.55 and 5A.57 provide additional information on completions for students aged 20–64 years.

Nationally in 2012, the proportion of VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only) was 20.9 per cent (table 5A.58). Table 5A.59 provides additional information for this measure for students aged 20–64 years.

Student achievement in VET — Estimated qualification completion rate and subject pass rate

The estimated qualification completion rate is an estimate of the percentage of all VET qualifications (both government and non-government funded) at Certificate I and above commenced in a particular year of interest that will eventually be completed. The methodology is described in box 5.14.

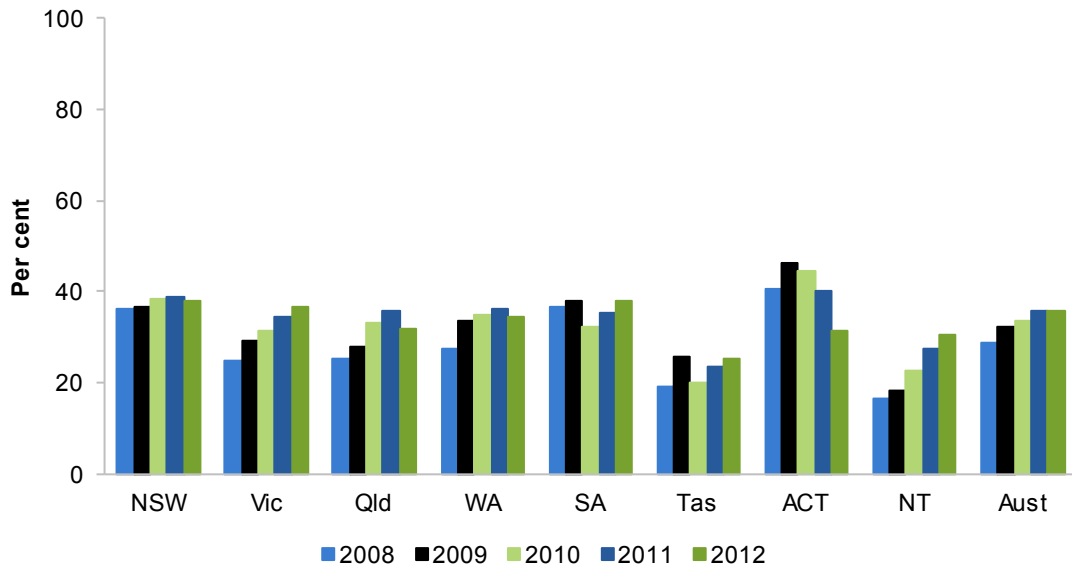
Box 5.14 Estimated qualification completion rate

The methodology used to derive the estimated qualification completion rate involves creating a longitudinal dataset of VET qualification enrolments over a three-year period (from one year before the commencing year under consideration to one year after). Students and the qualifications they enrolled in are matched to completions via a unique identifier and the qualification record identifier. For each unique VET qualification enrolment in the longitudinal dataset, variables are set up to indicate the year in which the qualification was commenced, the years in which it had a continuing enrolment, and the year in which it was completed (if it was completed). These indicator variables are then used to determine the probabilities of a qualification enrolment moving from a commencing or continuing status in one year to a completed or dropped-out status in the next. Using these probabilities, the techniques of absorbing Markov chain theory are applied to calculate the completion rate of commencing qualification enrolments in each year.

Estimated qualification completion rates should be interpreted with caution due to data collection and methodological issues in tracking students and the qualifications they enrol in across different years of the National VET Provider Collection. In addition, not all students intend to complete an entire qualification but may only wish to complete specific modules or units of competency. The reporting of these students varies across states and territories. In some jurisdictions, students wishing to only complete a specific component of a qualification are required to enrol in that qualification for data collection purposes, whereas in other jurisdictions they are not.

For students who commenced in 2012, the estimated qualification completion rate was 35.8 per cent nationally, compared to 28.9 per cent for students who commenced their qualification in 2008. These rates varied across states and territories (figure 5.33).

Figure 5.33 **Estimated completion rates for qualifications at certificate I and above, commencing 2008–12^{a, b}**

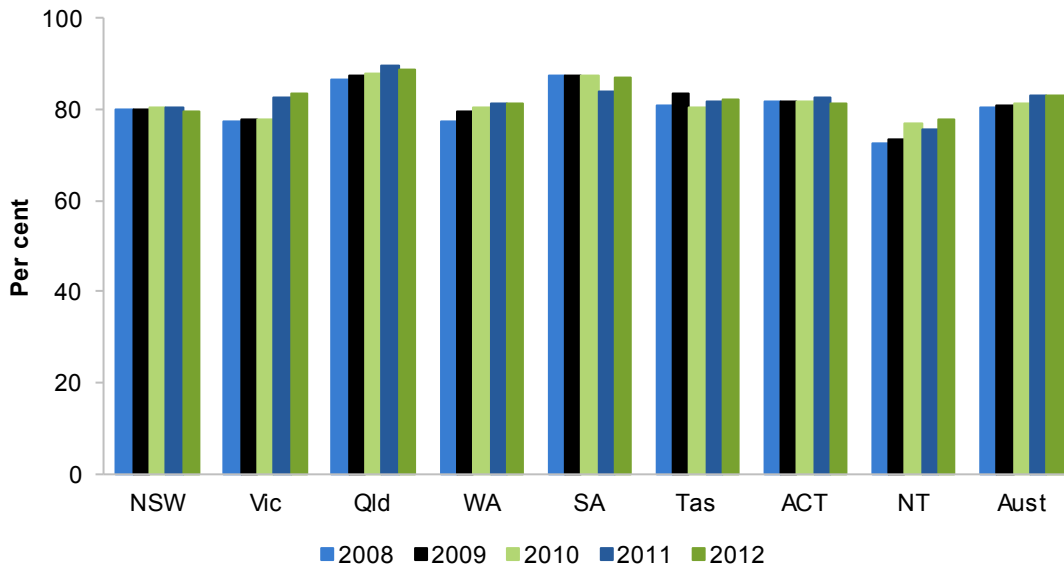


^a The estimated qualification completion rates for all years are computed using data from the National VET Provider Collection. The estimated rates may change slightly from the rates published in the previous year due to the reporting of additional qualification/course completions for previous years in the current collection. ^b The relatively large decrease in completion rates for the ACT in 2012 is due to changes in the name encryption of some students across collection years, leading to a mismatch between completions and enrolments.

Source: NCVET (2014), *Australian Vocational Education and Training Statistics: The Likelihood of Completing a VET Qualification*, Adelaide; table 5A.60.

For students who commenced in 2012, the subject load pass rate was 83.1 per cent nationally compared to 80.4 per cent for students who commenced their qualification in 2008 (figure 5.34).

Figure 5.34 Load pass rates for qualifications at certificate I and above, commencing 2008–12



Source: NCVET (2014), *Australian Vocational Education and Training Statistics: The Likelihood of Completing a VET Qualification*, Adelaide; table 5A.60.

Student satisfaction with VET

‘Student satisfaction with VET’ is an indicator of governments’ objective of enabling students’ satisfaction with their training program (box 5.15).

Box 5.15 Student satisfaction with VET

'Student satisfaction with VET' has two measures:

- 'proportion of students who achieve their main reason for doing a VET course', defined as the proportion of graduates who indicate through the Student Outcomes Survey that they achieved or partly achieved their main reason for doing the course
- 'proportion of students who were satisfied with the quality of their completed VET course', defined as the proportion of graduates who indicate through the Student Outcomes Survey that they were satisfied or very satisfied with their VET training program. This measure is also reported according to the students' identified purpose of study (employment related, further study and/or developmental).

Satisfaction with VET by target groups (students with disability, students speaking a language other than English at home, students from remote and very remote areas and Aboriginal and Torres Strait Islander students) can also indicate the equity of outcomes for these groups.

A high or increasing percentage of perceived satisfaction is desirable.

Data reported for these measures are:

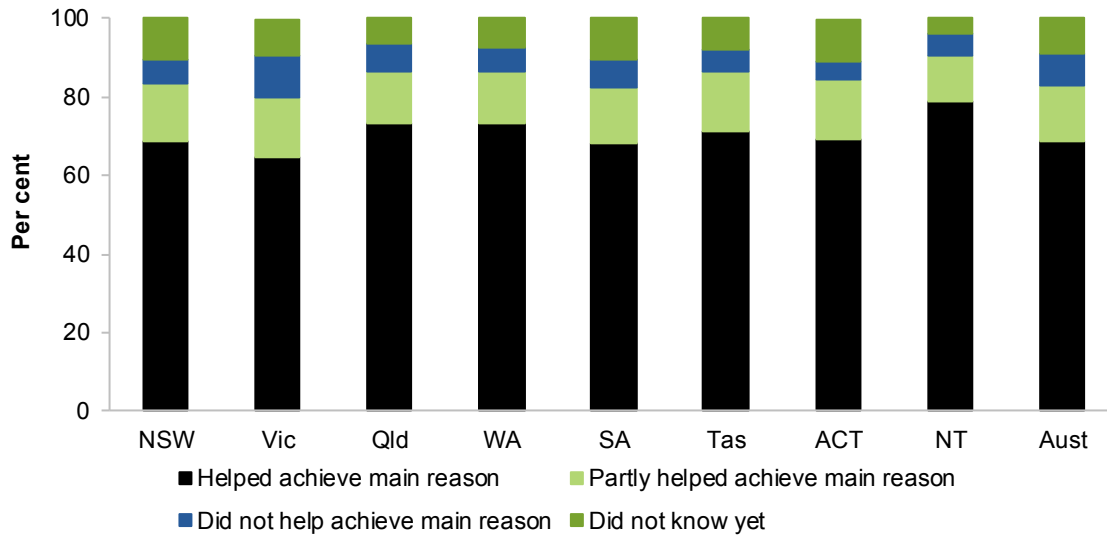
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Student satisfaction with VET — students who achieve their main reason for doing a course

In 2013, 83.0 per cent of government funded VET graduates nationally indicated that their course helped (68.6 per cent) or partly helped (14.4 per cent) them achieve their main reason for doing the course — compared with 85.7 per cent in 2009. Of government funded graduates in 2013, 7.9 per cent indicated their course did not help them achieve the main reason they did the course, compared with 5.4 per cent in 2009 (table 5A.61 and figure 5.35).

Figure 5.35 Proportion of government funded VET graduates who achieved their main reason for doing the course, 2013^a

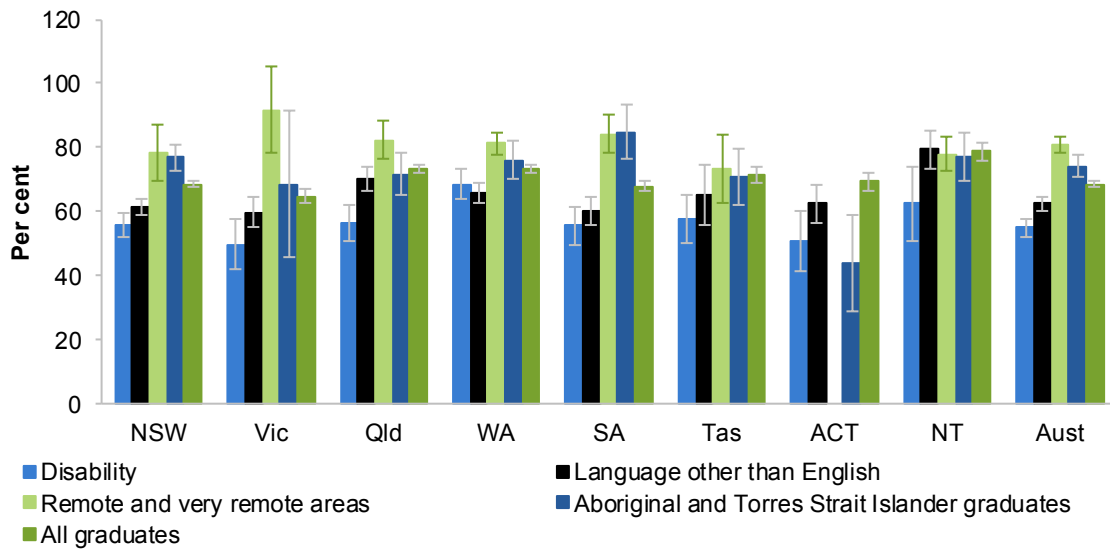


^a The 95 per cent confidence intervals for the percentage estimates are reported in table 5A.61.

Source: NCVET (unpublished) *Student Outcomes Survey*; table 5A.61.

Nationally in 2013, of the target groups, graduates from remote and very remote areas were the most likely to indicate that the course helped them achieve their main reason for doing the course (81.1 per cent), while graduates reporting disability were the least likely to do so (54.9 per cent). Amongst Aboriginal and Torres Strait Islander graduates, 74.2 per cent indicated that the course helped them achieve their main reason for doing the course (figure 5.36).

Figure 5.36 **Proportion of government funded VET graduates who achieved their main reason for doing the course, by target group, 2013^{a, b, c}**



^a Students reported as having disability are defined as those who self-identify that they have disability, impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities. ^b There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria include students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT). ^c Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.61–62 and 5A.67–69.

Tables 5A.63–65 provide additional information on whether the course helped non-Indigenous graduates, graduates from major cities, from inner regional areas and from outer regional areas, achieve their main reason for undertaking training.

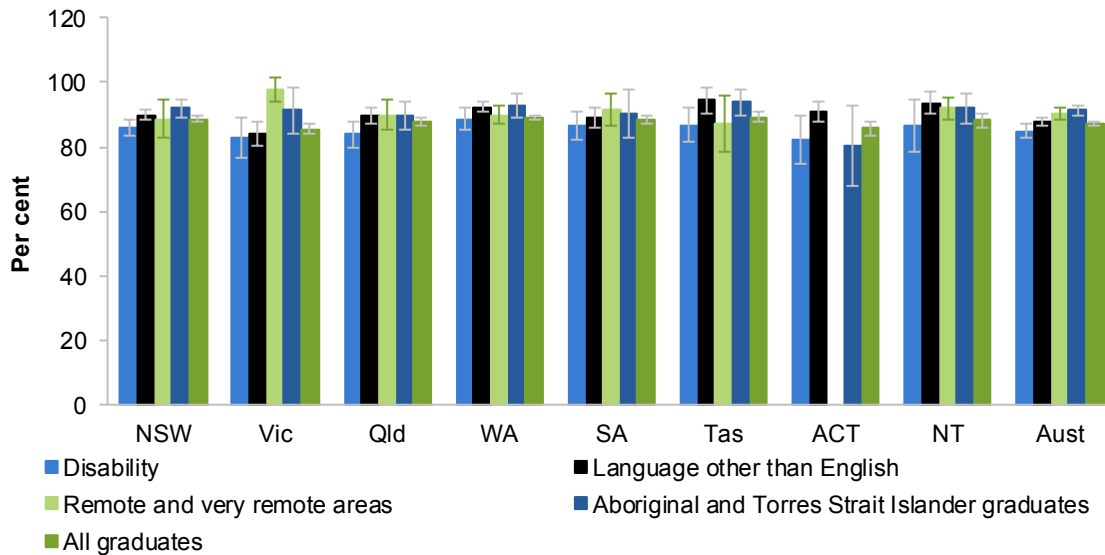
Student satisfaction with VET — students who were satisfied with the quality of their completed training

In 2013, 87.5 per cent of all government funded VET graduates nationally indicated that they were satisfied with the quality of their completed training, representing an increase of 0.8 percentage points from 2005 (table 5A.70).

The satisfaction levels across target groups in 2013 were as follows:

- graduates with disability (84.9 per cent)
- graduates speaking a language other than English at home (87.9 per cent)
- graduates from remote and very remote areas (90.3 per cent)
- Aboriginal and Torres Strait Islander graduates (91.3 per cent) (figure 5.37).

Figure 5.37 Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by target group, 2013^{a, b, c, d}

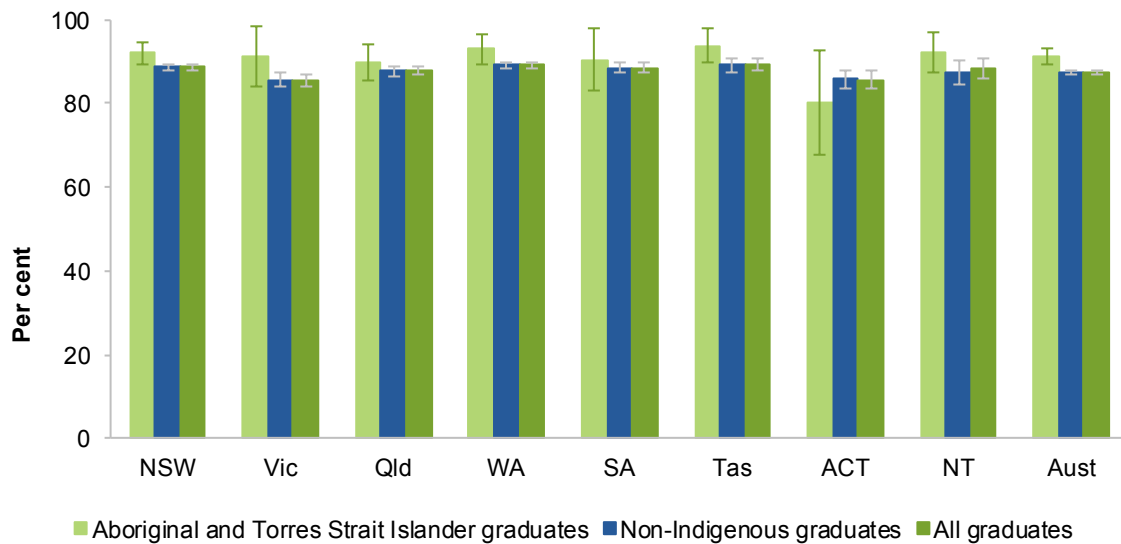


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria include students from remote areas throughout Australia studying in Victoria (there are no remote data for the ACT). ^c Error bars represent the 95 per cent confidence interval associated with each point estimate. ^d Students reported as having disability are defined as those who self-identify that they have disability, and impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.70–71 and 5A.76–78.

Nationally in 2013, 91.3 per cent of Aboriginal and Torres Strait Islander graduates indicated that they were satisfied — an increase of 2.7 percentage points from 2009 and 8.5 percentage points from 2005 (table 5A.71) — compared with 87.4 per cent of non-Indigenous graduates and 87.5 per cent of all graduates in 2013 (figure 5.38).

Figure 5.38 **Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by Indigenous status, 2013^{a, b}**

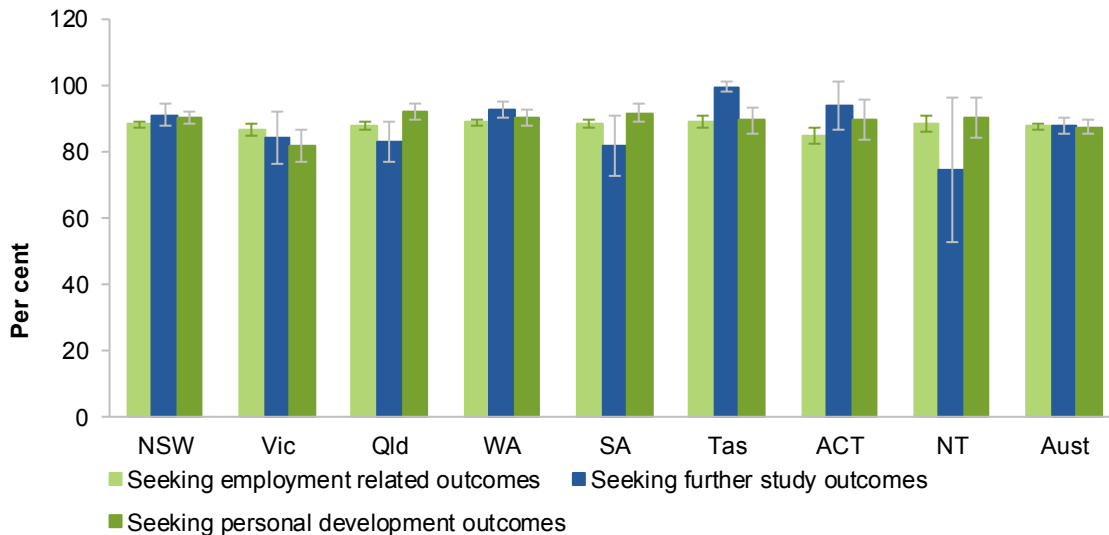


^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*; tables 5A.70–72.

Nationally in 2013, 87.4 per cent of graduates who had been seeking employment related outcomes indicated that they were satisfied with the quality of their completed training, compared with 87.7 per cent of graduates seeking further study outcomes and 87.3 per cent of those seeking personal development outcomes (figure 5.39).

Figure 5.39 **Proportion of government funded VET graduates who were satisfied with the quality of their completed course, by purpose of study, 2013^{a, b}**



^a Satisfaction with overall quality of training was rated as satisfied or very satisfied (4 or 5 on a 5 point scale). ^b Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Student Outcomes Survey*, table 5A.70.

Nationally in 2013, 90.8 per cent of Aboriginal and Torres Strait Islander graduates who had been seeking employment related outcomes indicated that they were satisfied, compared with 92.7 per cent of Aboriginal and Torres Strait Islander graduates seeking further study outcomes and 93.4 per cent of Aboriginal and Torres Strait Islander graduates seeking personal development outcomes (table 5A.71).

A further disaggregation by non-Indigenous graduates, by target groups and by geographical classifications, can be found in attachment tables 5A.72–78.

Skill profile

‘Skill profile’ is an indicator of governments’ objective to create and maintain a national pool of skilled Australian workers that is sufficient to support internationally competitive commerce and industry. It measures the stock of VET skills held by Australians (box 5.16).

Box 5.16 Skill profile

'Skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy. 'Skill outputs from VET' is defined by three measures of students' skill outputs from the VET system in a given year.

'Qualifications completed' is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students (currently collected by NCVET, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies). The annual change in qualifications completed is defined as the percentage change of qualifications from year to year.

Data reported for this measure are:

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

'Units of competency and modules completed' is defined as the sum of the number of units of competency achieved/passed each year by government funded VET students and the number of modules (outside training packages) achieved/passed each year by government funded VET students. A unit of competency is a component of a competency standard and/or a statement of a key function or role in a particular job or occupation. A module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency. The annual change in 'Units of competency and modules completed' is defined as the percentage change of units of competency and modules completed from year to year.

Data reported for this measure are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

'Qualification Equivalents' is defined as the number of annual hours of training activity associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of annual hours of training activity representing a qualification. The annual change in Qualification Equivalents' is defined as the percentage change of Qualification Equivalents from year to year.

Holding other factors constant, high or increasing numbers of qualifications completed and units of competency or modules achieved/passed results in an increase in the stock of VET skills.

Data reported for this measure are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 and 2013 data are available for all jurisdictions providing the service.

(continued next page)

Box 5.16 (Continued)

Data are provided for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and Aboriginal and Torres Strait Islander people). Further details are provided for individual measures in section 5.6.

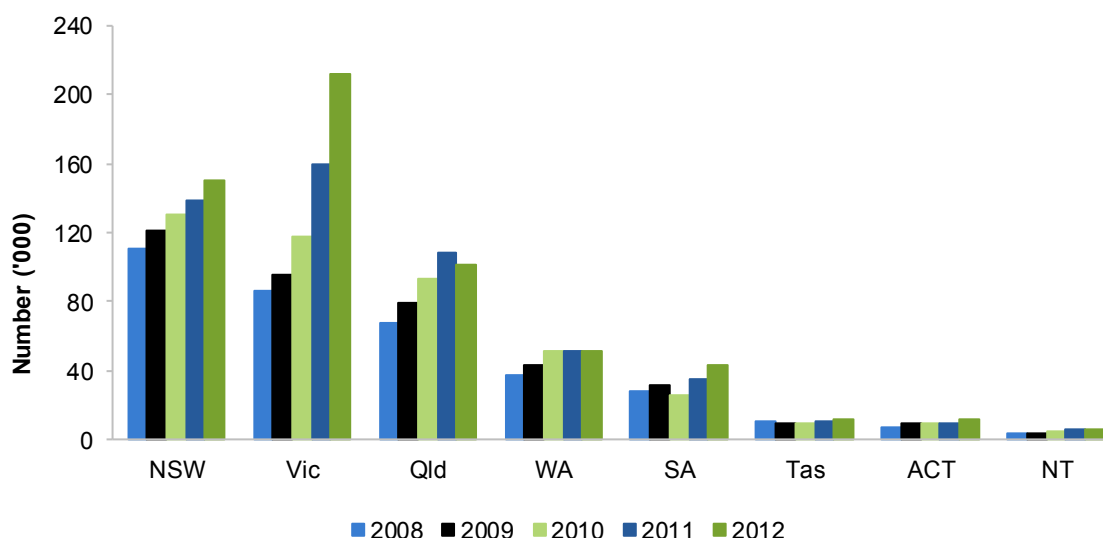
Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

The VET sector is focused on delivering nationally recognised training through training packages (qualifications and units of competency) and accredited courses (and their associated modules). Most accredited courses and modules have been phased out over several years as more industry training packages are endorsed. However, there are some niche markets where accredited courses will be maintained and new courses developed, for example, English proficiency courses, courses in viticulture and performing arts, dance and professional writing. Typically, these are in training areas not covered by the Industry Skills Councils.

Skill outputs from VET — qualifications completed

Nationally, 587 755 VET qualifications were completed in 2012, compared to 351 559 in 2008 (table 5A.79). The number of qualifications completed includes both government and non-government funded VET students (figure 5.40).

Figure 5.40 Qualifications completed, all students^{a, b}

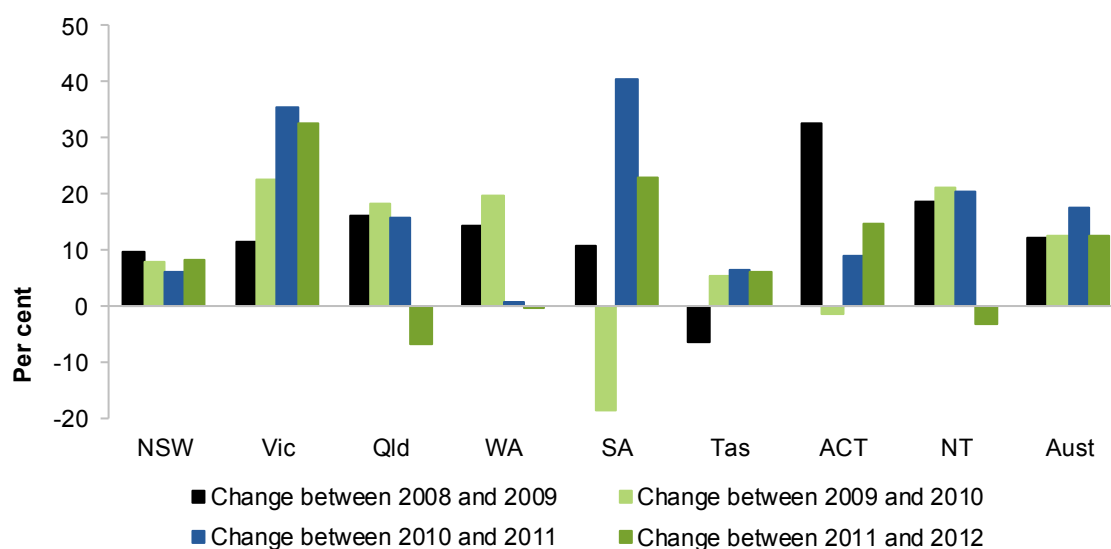


^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.79.

Nationally, the number of qualifications completed increased by 12.7 per cent between 2011 and 2012, and increased by 17.6 per cent between 2010 and 2011 (figure 5.41). Overall, VET qualifications increased by 67.2 per cent between 2008 and 2012, equivalent to an average annual increase of 13.7 per cent (table 5A.79).

Figure 5.41 **Qualifications completed, by change from previous year, all students^{a, b}**



^a Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

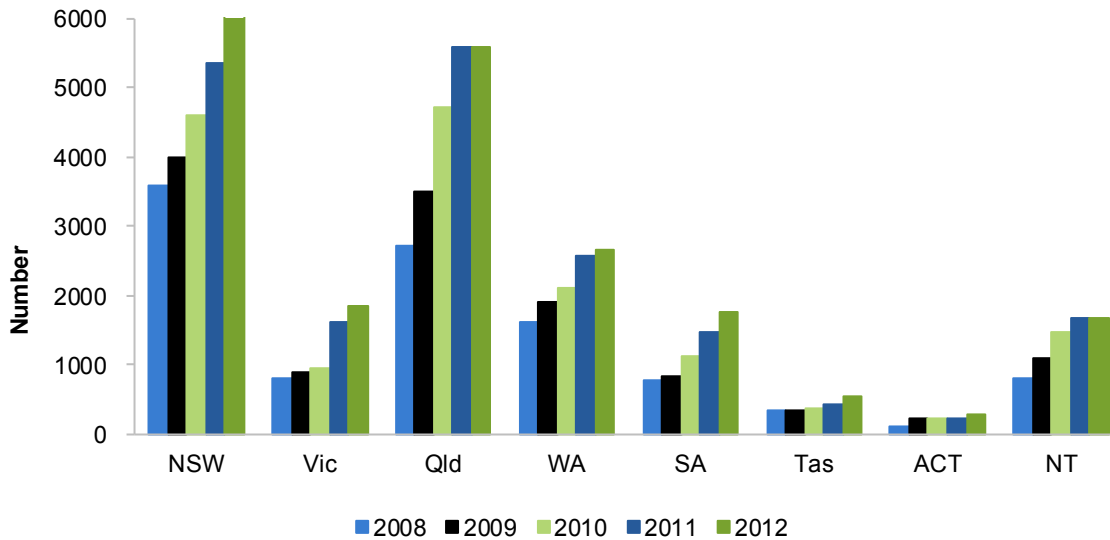
Source: NCVET (unpublished) National VET provider collection; table 5A.79.

Amongst the VET target groups, between 2008 and 2012 the number of qualifications completed nationally increased by:

- 105.1 per cent for students with disability (table 5A.81)
- 72.5 per cent for students speaking a language other than English at home (table 5A.82)
- 17.2 per cent for students from remote and very remote areas (table 5A.80)
- 90.0 per cent for Aboriginal and Torres Strait Islander students (table 5A.79).

Nationally, Aboriginal and Torres Strait Islander students completed 20 522 VET qualifications in 2012, an increase of 8.3 per cent from 18 950 in 2011 and an increase of 90.0 per cent from 10 803 in 2008. This represents an average annual increase of 17.4 per cent, compared to 13.7 per cent for all students. Aboriginal and Torres Strait Islander students accounted for 3.5 per cent of all the qualifications completed in 2012, compared to 1.8 per cent in 2008 (table 5A.79). The number of qualifications completed by Aboriginal and Torres Strait Islander students varied across jurisdictions (figure 5.42).

Figure 5.42 **Qualifications completed, Aboriginal and Torres Strait Islander students^{a, b}**



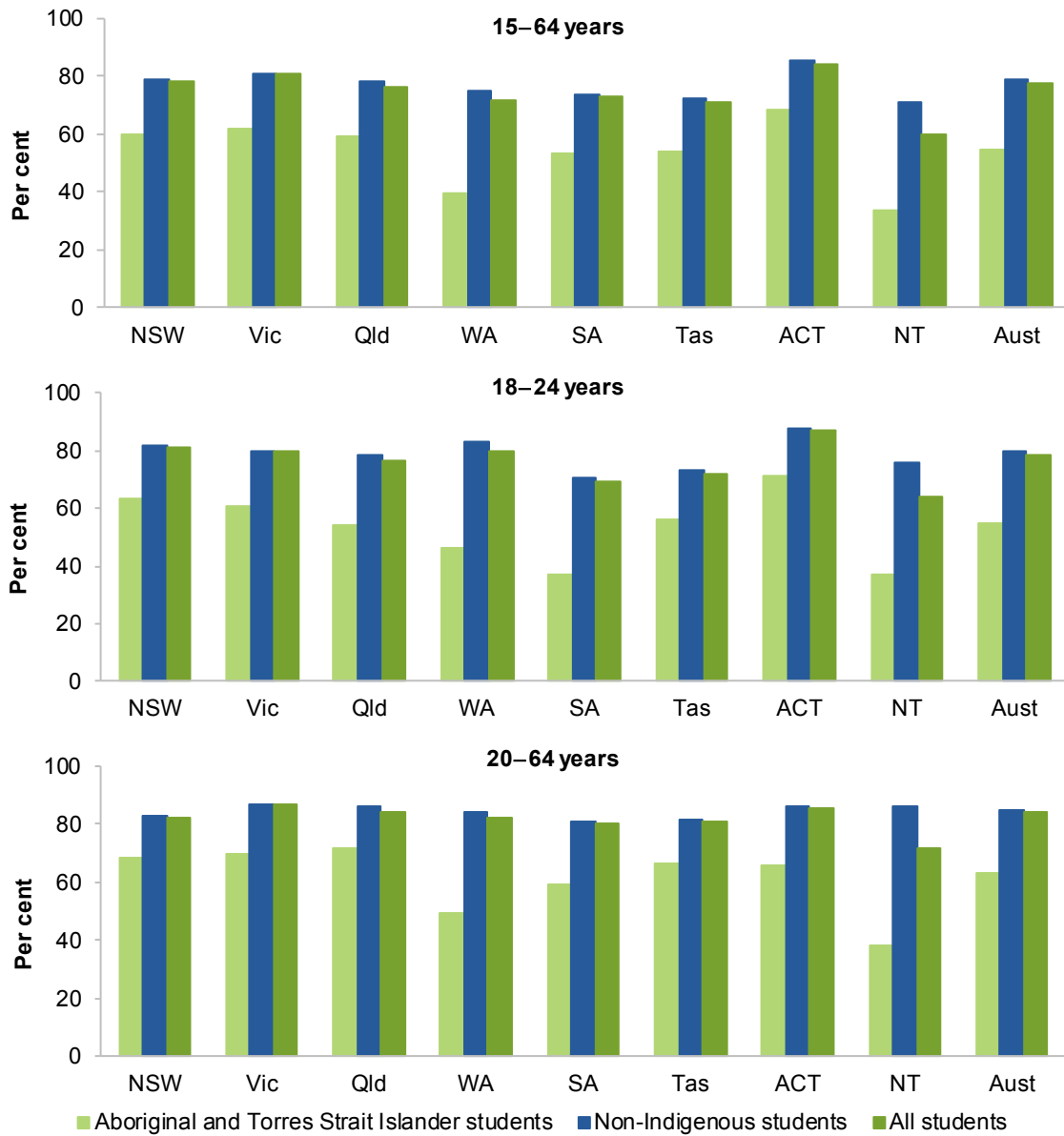
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority, and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.79.

Nationally in 2012:

- 15.4 per cent of qualifications completed by all students were at the diploma level or above, 62.0 per cent at certificate level III or IV, and 22.6 per cent at certificate level I or II or lower (table 5A.83)
- 77.6 per cent of qualifications completed by all students aged 15–64 years were at the certificate III level or above, compared with 54.5 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 15–64 years and 78.8 per cent for non-Indigenous students aged 15–64 years
- 78.6 per cent of qualifications completed by all students aged 18–24 years were at the certificate III level or above, compared with 54.8 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 18–24 years and 79.7 per cent for non-Indigenous students aged 18–24 years
- 84.0 per cent of qualifications completed by all students aged 20–64 years were at the certificate III level or above, compared with 63.3 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 20–64 years and 84.8 per cent for non-Indigenous students aged 20–64 years (figure 5.43).

Figure 5.43 **Qualifications completed in certificate III and above, by target age group and Indigenous status, 2012^{a, b, c}**



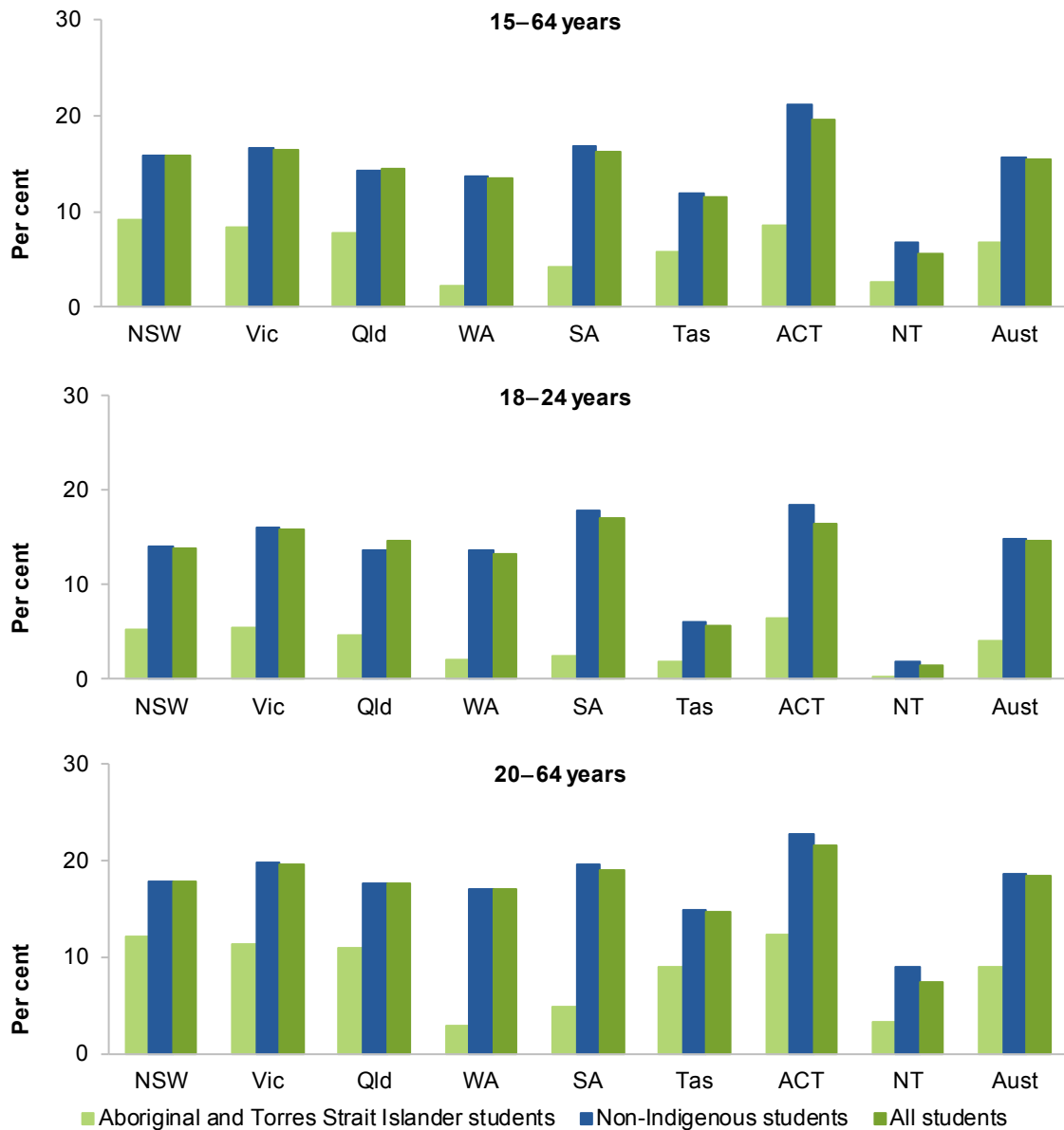
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions (see table 5A.79).

Source: NCVET (unpublished) National VET provider collection; table 5A.84.

Nationally in 2012:

- 15.5 per cent of qualifications completed by all students aged 15–64 years were at diploma level or above, compared with 6.7 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 15–64 years and 15.7 per cent for non-Indigenous students aged 15–64 years
- 14.7 per cent of qualifications completed by all students aged 18–24 years were at diploma level or above, compared with 4.1 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 18–24 years and 14.9 per cent for non-Indigenous students aged 18–24 years
- 18.4 per cent of qualifications completed by all students aged 20–64 years were at diploma level or above, compared with 9.0 per cent of qualifications completed by Aboriginal and Torres Strait Islander students aged 20–64 years and 18.6 per cent for non-Indigenous students aged 20–64 years (figure 5.44).

Figure 5.44 **Qualifications completed in diploma and above, by target age group and Indigenous status, 2012^{a, b, c, d, e}**



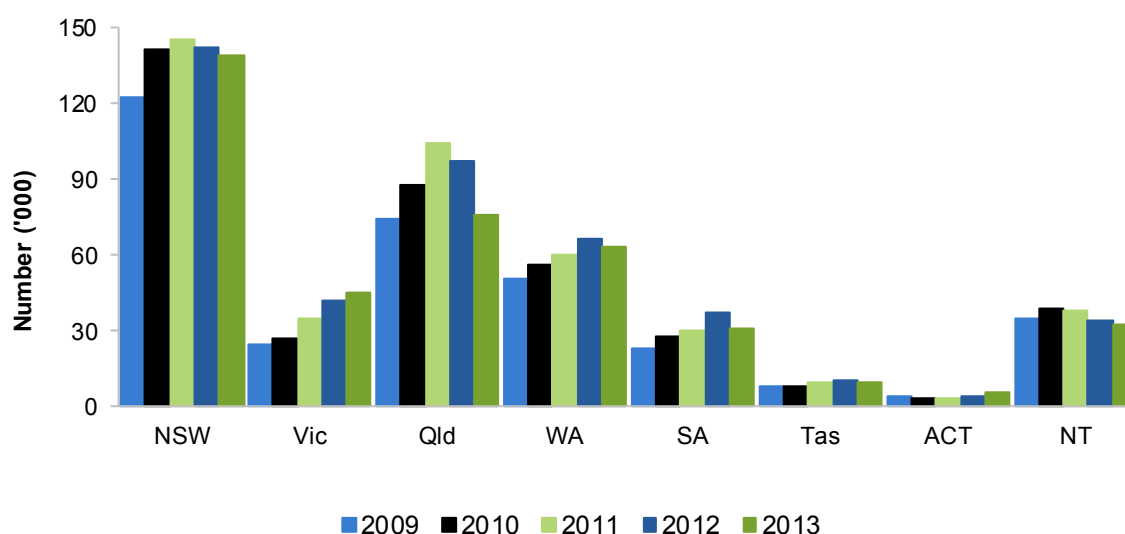
^a Qualifications completed includes courses accredited or approved by a local State or Territory authority and represents students eligible to be awarded a qualification. ^b The number of qualifications completed includes both government funded and non-government funded VET students. ^c Course levels classified as diploma and above are included in the group of courses classified as certificate III and above. ^d Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Care should be taken in comparing qualifications completed due to the high non-response rates in some jurisdictions (table 4A.79). ^e No qualifications were recorded as having been completed in diploma and above by Aboriginal and Torres Strait Islander graduates aged 18-24 years in the NT in 2011.

Source: NCVER (unpublished) National VET provider collection; table 5A.84.

Skill outputs from VET— units of competency and modules completed

Nationally, government funded VET students completed 10.5 million units of competency and modules in 2013, a 27.3 per cent increase from 8.2 million in 2009 (table 5A.86). Trends in the number of units of competency and number of modules completed varied across jurisdictions (figure 5.45).

Figure 5.45 Units of competency and modules completed, all students^a

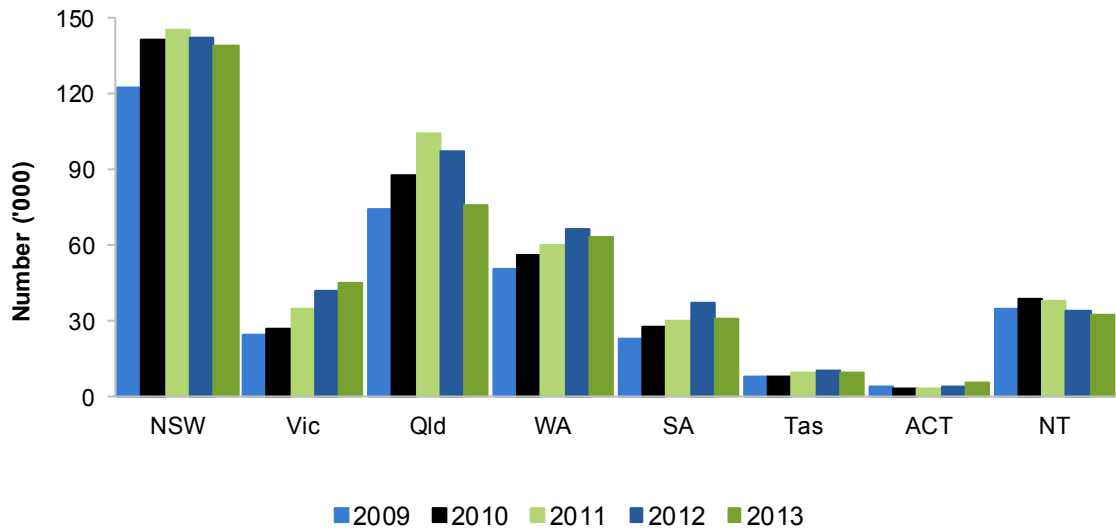


^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.86.

Nationally, government-funded Aboriginal and Torres Strait Islander VET students completed approximately 400 718 modules and units of competency in 2013, a 17.8 per cent increase from 340 059 units in 2009 (table 5A.90). Trends in the number of units of competency and number of modules completed by Aboriginal and Torres Strait Islander students varied across jurisdictions (figure 5.46).

Figure 5.46 Units of competency and modules completed, Aboriginal and Torres Strait Islander students^a

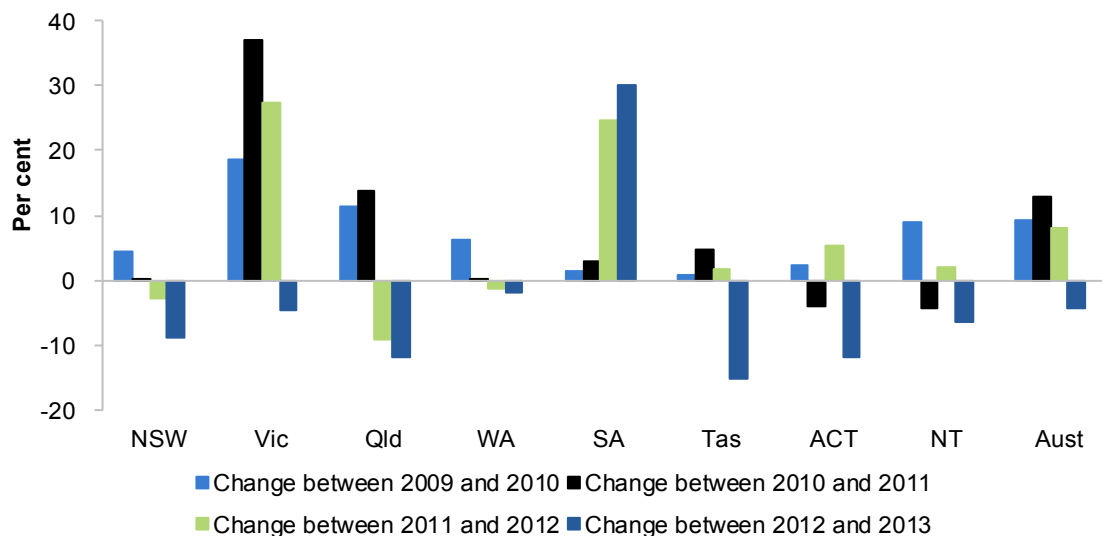


^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.90.

Figure 5.47 shows the annual changes in the combined number of units of competency and modules completed for all students since 2009. Nationally, units of competency and modules completed by all students decreased by 4.4 per cent from 2012 to 2013.

Figure 5.47 **Units of competency and modules completed by all students, by change from previous year^a**



^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.86.

Amongst the VET target groups, between 2009 and 2013 the combined number of units of competency and modules completed by government funded students changed by:

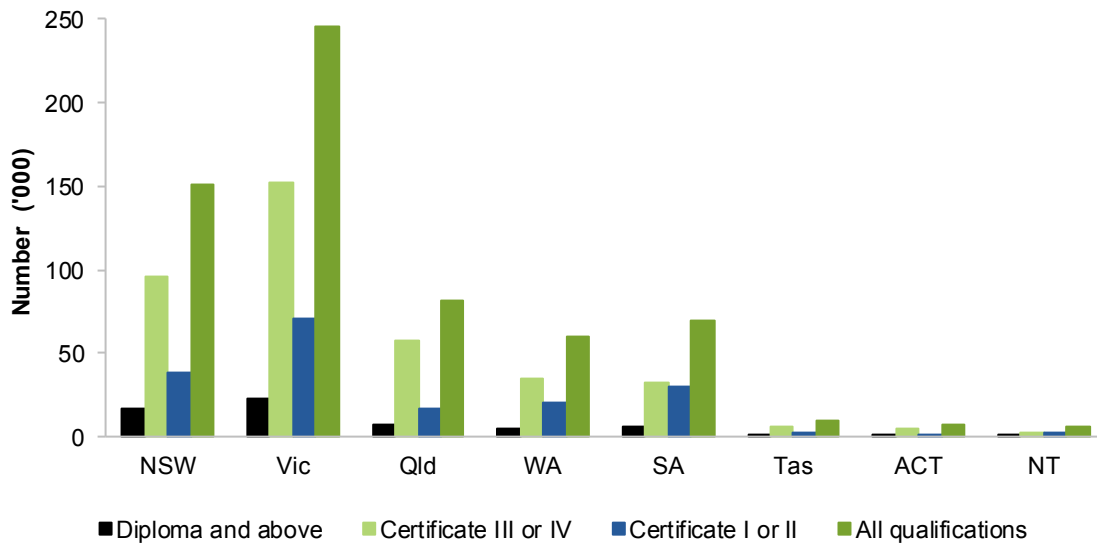
- an increase of 43.5 per cent for students reporting disability (table 5A.88)
- an increase of 57.8 per cent for students speaking a language other than English at home (table 5A.89)
- a decrease of 14.9 per cent for students from remote and very remote areas (table 5A.87).

Skill outputs from VET — Qualification Equivalents

Nationally, government funded VET students undertook training equivalent to approximately 630 200 VET qualifications in 2013, a decrease from 645 300 in 2012 and from 445 700 in 2009. The change from 2009 to 2013 represents a 41.4 per cent increase (table 5A.85). Trends in the number of Qualification Equivalents completed varied across jurisdictions (figure 5.48).

Data on the number of Qualification Equivalents for all students from 2004 to 2013 are included in table 5A.83.

Figure 5.48 **Qualification Equivalents, all students, 2013^a**

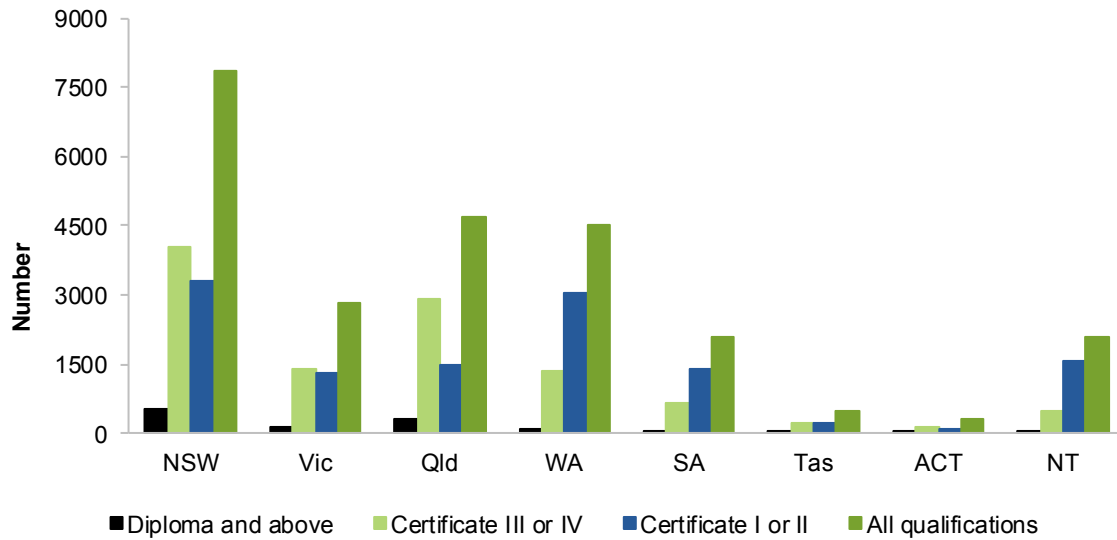


^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.83.

Nationally, government funded Aboriginal and Torres Strait Islander VET students undertook training equivalent to 24 891 VET qualifications in 2013, a decrease from 26 812 in 2012, but an increase from 19 675 in 2009. The change from 2009 to 2013 represents a 26.5 per cent increase (compared with a 41.4 per cent increase for all government funded students over the same period) (table 5A.85). The number of Qualification Equivalents varied across jurisdictions (figure 5.49).

Figure 5.49 **Qualification Equivalents, Aboriginal and Torres Strait Islander students, 2013^a**

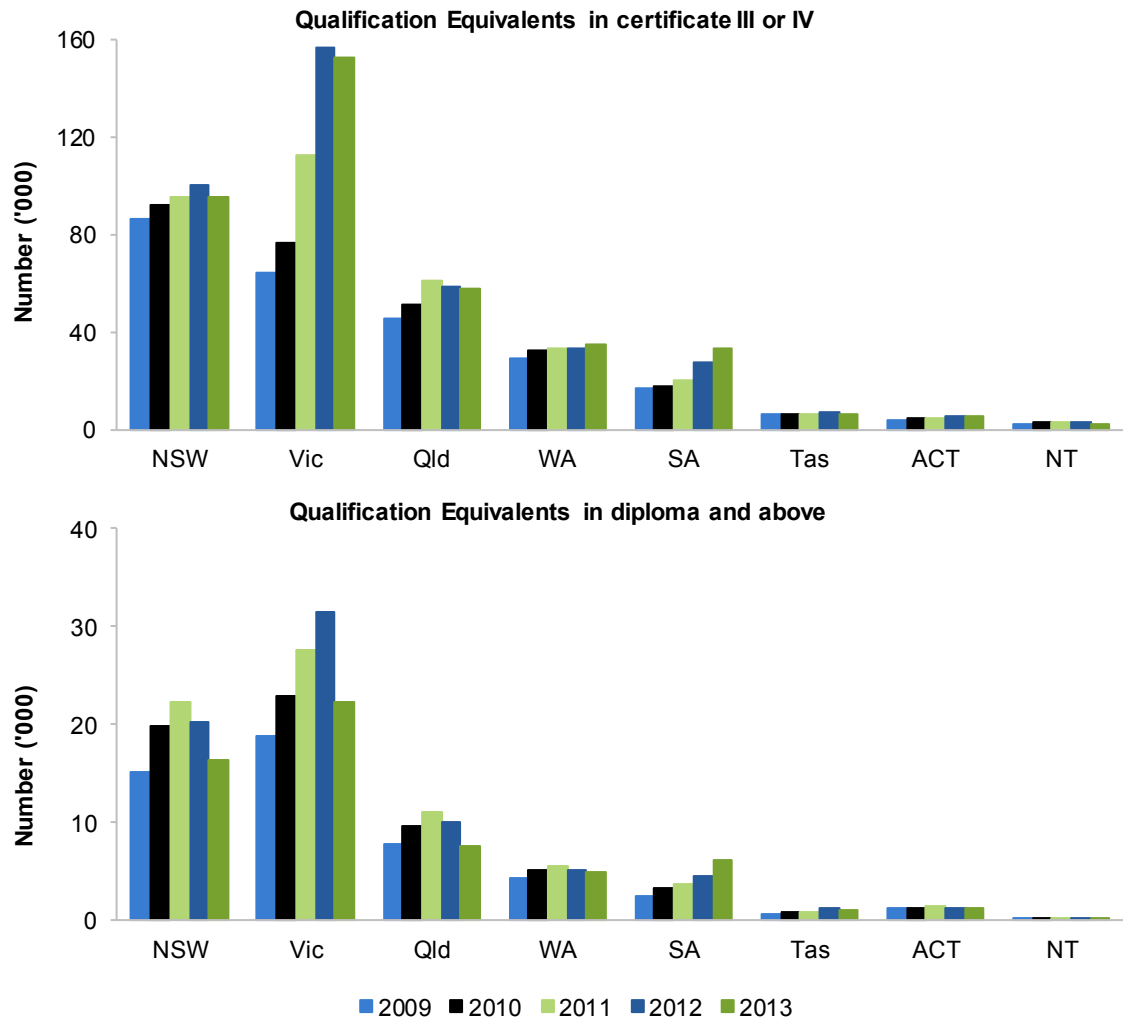


^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.85.

Figure 5.50 shows the number of Qualification Equivalents since 2009 for all students at certificate levels III or IV and at diploma level and above. Nationally from 2009 to 2013, the number of Qualification Equivalents increased by 52.0 per cent at certificate levels III or IV, and by 17.5 per cent at diploma level and above (table 5A.85).

Figure 5.50 **Qualification Equivalents in selected qualification levels, all students^a**



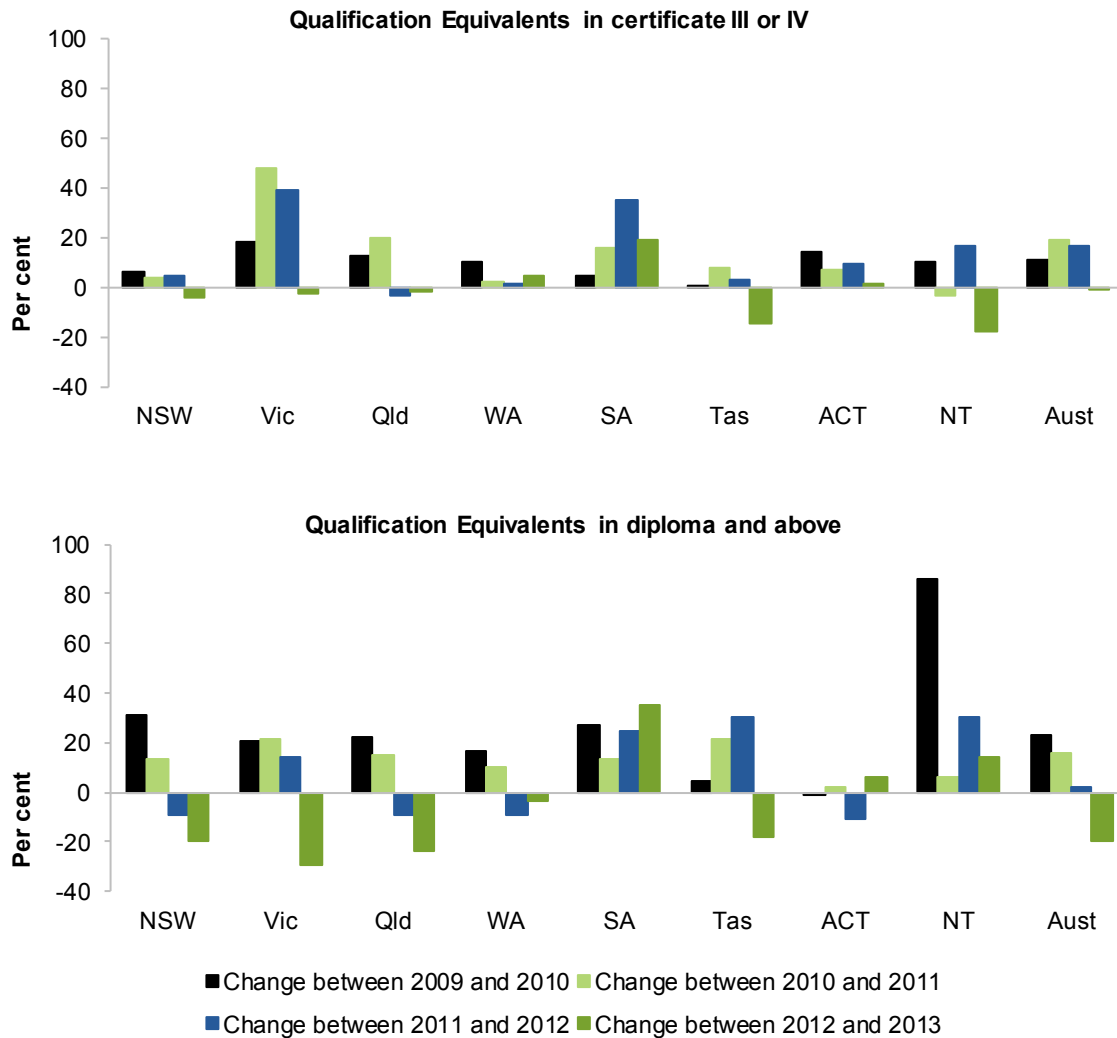
^a Data are for government funded VET students.

Source: NCVET (unpublished) National VET provider collection; table 5A.85.

Figure 5.51 shows the annual changes in Qualification Equivalents at certificate levels III or IV and at diploma level and above since 2009, indicating that Qualification Equivalents:

- decreased 1.2 per cent nationally at certificate levels III or IV from 2012 to 2013
- decreased 19.4 per cent nationally at diploma level and above from 2012 to 2013.

Figure 5.51 **Qualification Equivalents in selected qualification levels for all students, by change from previous year^a**



^a Data are for government funded VET students.

Source: NCVER (unpublished) National VET provider collection; table 5A.85.

Employer outcomes

The biennial *Survey of Employers' Use and Views of the VET System* (NCVER 2013) captures the extent to which employers make use of, and are satisfied with, aspects of the VET system. The survey reveals the reasons why employers make the choices they do to meet their skill needs, and their levels of satisfaction with the products and services of the VET system. The findings represent the responses of all employers with at least one employee and their training experiences in the 12 months prior to the survey.

Employer engagement with VET

‘Employer engagement with VET’ is an indicator of governments’ objective that the needs of employers and individuals will be the focus of VET (box 5.17).

Box 5.17 Employer engagement with VET

‘Employer engagement with VET’ is defined as the proportion of Australian employers who in the last twelve months:

- had employees undertaking apprenticeships/traineeships, or
- arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees, or
- had employees with formal vocational qualifications as a requirement of their job.

A high or increasing proportion of employers who had employees undertaking apprenticeships/traineeships, who arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees or who had employees with a formal vocational qualification as a requirement of their job is desirable, indicating greater employer engagement with VET.

Data reported for this measure are

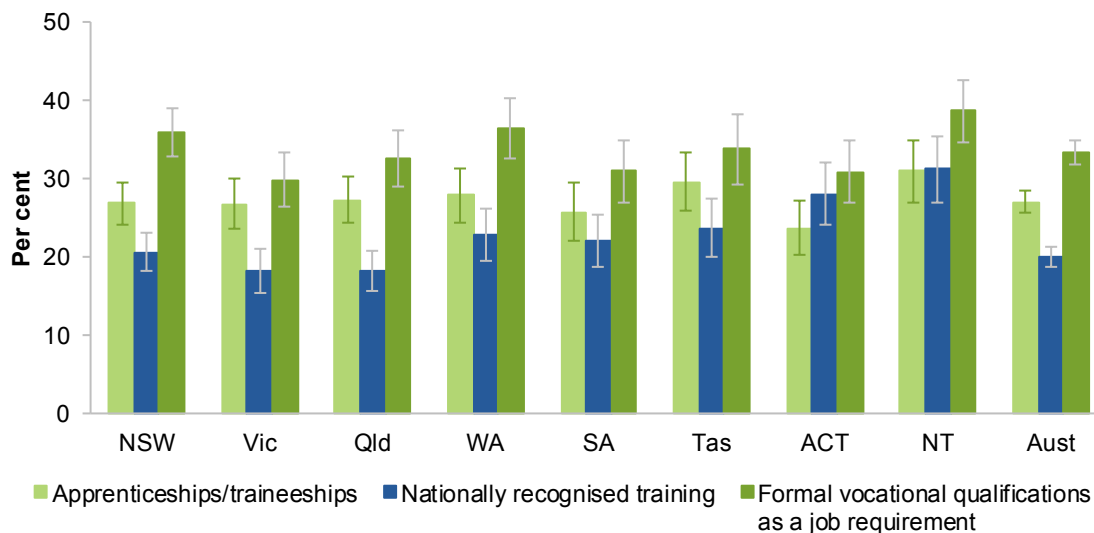
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Nationally in 2013:

- 26.9 per cent of employers reported that they were engaged with apprenticeships or traineeships in the last twelve months, a decrease of 3.5 percentage points from 2011 (figure 5.50 and table 5A.91). This varied by industry, from 9.2 per cent in electricity, gas, water and waste services, to 55.4 per cent in construction (NCVER 2013)
- 20.0 per cent of employers reported that they were engaged with nationally recognised training in the last twelve months, a decrease of 3.7 percentage points from 2011 (figure 5.52 and table 5A.91). Engagement with nationally recognised training varied by industry from 13.6 per cent in retail trade, to 59.9 per cent in public administration and safety (NCVER 2013)
- 33.3 per cent of employers reported that they were engaged with employing people with a formal vocational qualification as a job requirement in the last twelve months, a decrease of 3.1 percentage points from 2011 (figure 5.52 and table 5A.91). Employers with vocational qualifications as a job requirement varied from 11.9 per cent in agriculture, forestry and fishing, to 61.2 per cent in education and training (NCVER 2013).

Figure 5.52 Proportion of employers who are engaged with aspects of the VET system, 2013^{a, b, c, d}



^a Engagement with apprenticeships/traineeships means an employer had employees undertaking an apprenticeship or traineeship in the last 12 months. ^b Engagement with nationally recognised training means an employer arranged or provided nationally recognised training to employees over the last 12 months. ^c Engagement with formal vocational qualifications means an employer had employees in the last 12 months with a formal vocational qualification that was a requirement of their job. ^d Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.91.

Table 5A.91 provides additional historical information on employer engagement with VET from 2005 to 2013. Data for years prior to 2013 have been revised.

Employer satisfaction with VET

'Employer satisfaction with VET' is an indicator of governments' objective that industry will have a highly skilled workforce to support strong performance in the global economy (box 5.18).

The *Survey of Employers' Use and Views* includes employers' satisfaction with 'formal vocational qualifications as a job requirement' where their employees in that category may have completed their required 'formal vocational qualifications' prior to the last 12 months (that is, earlier than the survey period), and irrespective of the timing, the training may have been provided by a non-VET provider. This presents a different scope to the rest of this Report, which aims to report data relating to government funded VET programs for specific reporting periods.

Box 5.18 **Employer satisfaction with VET**

'Employer satisfaction with VET' is defined as the proportion of Australian employers who engaged in an aspect of VET, and who are satisfied with VET in meeting the skill needs of their workforce.

A high or increasing proportion of employers who are satisfied with VET in meeting the skill needs of their workforce is desirable.

Data reported for this indicator are

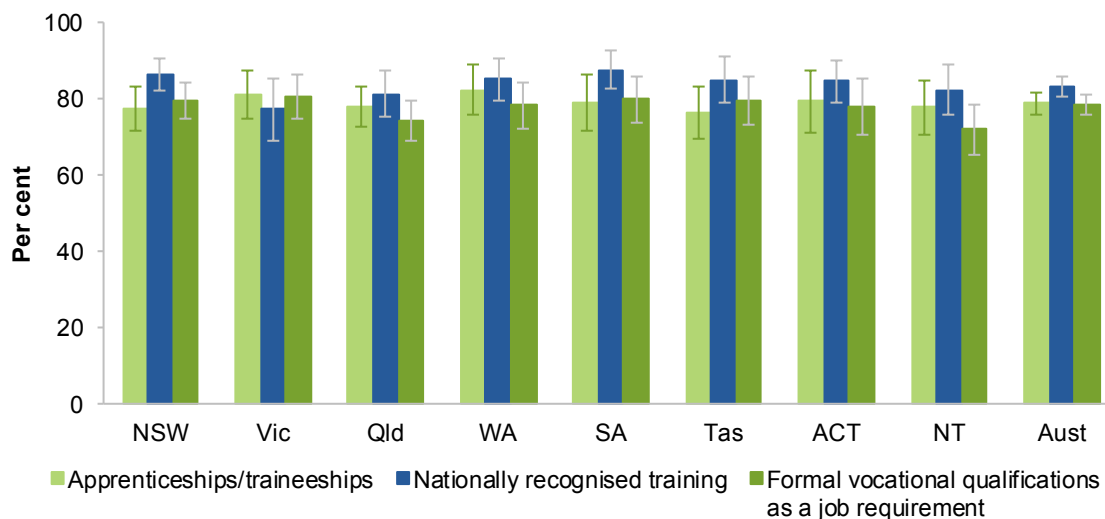
- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.

Data quality information for this indicator is at www.pc.gov.au/rogs/2015.

Nationally in 2013:

- 78.8 per cent of employers engaged with apprenticeships or traineeships were satisfied with VET as a way of providing employees with skills required for the job (figure 5.53), compared with 82.9 per cent in the 2011 survey (table 5A.92). Employer satisfaction with using apprenticeships or traineeships as a way of meeting skill needs varied across industry, with the lowest satisfaction levels in the 2013 survey in information, media and telecommunications (41.2 per cent) (NCVER 2013)
- 83.1 per cent of employers who arranged or provided nationally recognised training to employees over the past 12 months were satisfied with nationally recognised training as a way of providing employees with skills required for the job (figure 5.53), compared with 89.2 per cent in the 2011 survey (table 5A.92). Employer satisfaction with using nationally recognised training as a way of providing employees with skills required for the job in the 2013 survey was lowest in information, media and telecommunications (64.0 per cent) (NCVER 2013)
- 78.3 per cent of employers who had employees in the last 12 months with a formal vocational qualification that was a requirement of their job were satisfied with formal vocational requirements as a way of meeting their skill needs for the job (figure 5.53), compared with 84.6 per cent in the 2011 survey (table 5A.92). Employer satisfaction with using vocational qualifications as a job requirement as a way of meeting skill needs in the 2013 survey was lowest in information, media and telecommunications (56.5 per cent) (NCVER 2013).

Figure 5.53 **Proportion of employers who engaged with an aspect of the VET system and are satisfied with VET as a way of meeting their skill needs, 2013^{a, b, c}**



^a Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied. ^b Further information concerning employer satisfaction are provided in the footnotes of table 5A.92. ^c Error bars represent the 95 per cent confidence interval associated with each point estimate.

Source: NCVET (unpublished) *Survey of Employers' Use and Views of the VET System*; table 5A.92.

Table 5A.92 provides additional historical information on employer satisfaction with VET from 2005 to 2013. Data for years prior to 2013 have been revised.

5.4 Future directions in performance reporting

Improving reporting of indicators

Aspects of some VET indicators are not yet fully developed or comparable, and developments for future reports include:

- improving the quality of outcomes data for Aboriginal and Torres Strait Islander students
- reviewing the set of proxy measures for the 'skill profile' indicator
- improving the timeliness of qualifications completed data
- using data from the Unique Student Identifier to improve reporting on the measure 'estimated qualification completion rate and subject pass rate' within the outcome indicator 'Student achievement in VET'.

5.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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Following the November 2012 agreement by the Standing Council on Tertiary Education, Skills and Employment (SCOTESE) to mandate collection and reporting of total VET activity data from January 2014, the legislative and policy work to implement this decision was completed during 2013.

Extensive work was undertaken in preparation for introducing the VET Unique Student Identifier, including:

- specifying and building the secure information technology platform needed
- further consultation with stakeholders
- developing a draft Bill for the enabling legislation, the proposed regulations under the Bill, and the accompanying Explanatory Memoranda.

The 2013–14 Budget included projected outlays of \$1409 million on the National Skills and Workforce Development Specific Purpose Payment, indexed over the forward estimates.

Some foreshadowed changes to Australian Apprenticeship incentive and personal benefit payments occurred during the year.

Following the change of government at the 7 September 2013 general election, a series of administrative changes were announced, including:

- the VET portfolio agency became the Department of Industry
- Ian Macfarlane MP became the responsible Minister
- a VET Reform Taskforce was established in the Department
- at its December 2013 meeting, COAG replaced SCOTESE with the COAG Industry and Skills Council.

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New South Wales Government comments

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NSW has an ongoing commitment to deliver high quality vocational education and training (VET) to meet the skill needs of industry and the people of NSW. In 2013, 144.4 million hours of training were delivered throughout the state.

It is critical that NSW has an educated and skilled workforce to drive a productive and growing economy. The delivery of high quality, accessible and relevant training in NSW continues to support workforce participation and the growth of industry and business. NSW continues to assist young people to gain their first qualifications and support those trying to re-enter the workforce. Training investment needs to be for the right skills for people at the right time to increase productivity and employability. Training should be targeted to respond to the demand for skills in areas of economic importance.

The NSW Government is continuing a number of key initiatives to achieve these priorities. The Smart and Skilled reform of the NSW Vocational Education and Training system will enhance the skills of our workforce to meet future demand for jobs. Smart and Skilled will be implemented with an entitlement to government subsidised training commencing from 1 January 2015. This funding is awarded to providers on a contestable basis, ensuring the NSW Government's investment in VET is used as efficiently as possible and to achieve the best outcomes.

TAFE NSW is also undergoing reforms, including the separation of TAFE NSW from the Department of Education and Communities from 1 July 2014.

Spending in 2014-15 comprises \$2.3 billion on vocational education and training, which includes purchasing training through TAFE NSW Institutes and other registered training providers to improve skills and increase higher qualification levels in NSW, and regulating apprenticeships and traineeships.

NSW is ensuring that it has an appropriately skilled and educated workforce to support economic growth, strengthen regional and rural economies and to provide ways out of social disadvantage. NSW continues to improve participation and outcomes in higher-level qualifications by disadvantaged groups including Aboriginal people, people from language backgrounds other than English, people with disability and the unemployed. NSW has implemented legislative, policy and administrative arrangements supporting competency-based completion of apprenticeships and traineeships, allowing more apprentices and trainees to complete their training contracts early.

TAFE NSW plays an important role in the NSW Government's efforts to strengthen the State's skills base as the public provider of vocational education and training. In 2013, TAFE NSW continued to increase the level of student participation and the number of students graduating with qualifications at Australian Qualifications Framework certificate III to advanced diploma level. TAFE NSW Higher Education also expanded its offerings of qualifications at bachelor degree level.

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Victorian Government comments

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The Victorian training system has undergone sustained reform over the last 20 years. The VET system is vital to equip our workforce with the skills it needs and to build a strong economy. The Victorian government is reviewing VET funding arrangements to ensure a stable and sustainable sector.

The Victorian training system has 12.6 per cent of 15–64 year olds participating in publicly funded vocational education and training which is higher than the Australian average of 9.4 per cent. This high participation rate has been driven by significant increases in students engaging in training. In 2013 there were 498 100 students enrolled in government funded training, higher than any other jurisdiction. In addition, Victoria has 22.4 per cent of 15–64 year old Aboriginal and Torres Strait Islander students participating in vocational education and training which is the highest in the country. More than half of these students are enrolled in Certificate III or above qualifications.

The Victorian training system works in partnership with employers and industry and encourages feedback on occupations that are facing critical skill shortages or have high economic value but have long lead times for developing the required skills. Consequently the Victorian training system prioritises and supports government subsidised enrolments in occupations and skill areas that are forecast to grow (in both employment share and output).

A key measure of improvement of economic opportunities for Victorians is the proportion of the population that have a Certificate III or higher qualification, or who are employed in a skilled occupation. Sixty per cent of vocational education and training students were participating in Certificate III or IV qualifications.

The number of Victorians who are undertaking training to help them overcome barriers to workforce participation continues to grow. In the first six months of 2014, local Victorian data highlights that there were 165 500 students (53 per cent) in government subsidised training who were Aboriginal or Torres Strait Islander people, disabled, unemployed or culturally and linguistically diverse (or a combination of these characteristics). This is 10 per cent more than the same time in 2013, which indicates that this is an ongoing trend. About 89 000 of these students were unemployed and the training that they undertook will assist them in overcoming their barriers to employment.

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Queensland Government comments

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The Queensland Government is continuing to deliver on its promise to grow a four pillar economy (based on tourism, agriculture, resources and construction) and reduce unemployment in the State.

Commencing in July 2013, the Queensland Government's five year action plan for further education and training, *Great skills. Real opportunities.*, introduced significant reforms to support Queenslanders to access fully contestably delivered training that is a priority for industry and linked to employment. In turn, the changes are driving labour market productivity and individuals are reaping the benefits that come from employment and social inclusion.

The most significant reform is the shift to a demand driven system where government subsidies focus on 455 qualifications linked to skills shortages based on advice from industry.

The Ministerial Industry Commission was established to engage industry and employers in a partnership with government to ensure a more direct match between training and employment. The Commission provides advice to the Minister for Education, Training and Employment about skills priorities that informs Government's investment in training and helps set funding priorities.

The *2014-15 Annual VET Investment Plan* outlines funding arrangements and training priorities. It implements a new vocational education and training (VET) investment framework for Queensland that focuses on training for employment outcomes; delivers full contestability; and recognises industry's role in supporting government to establish VET investment priorities.

The first stage of opening up the training market to full contestability in Queensland commenced in July 2013 with a pool of \$300 million, including a new \$42 million allocation to support the introduction of the Certificate 3 Guarantee.

Early indications are that training delivered under the new allocation more than doubled participation compared with the previous year, with more than 36 000 training places provided in 2013-14 compared with 14 700 places in 2012-13. In addition, qualification completions more than doubled, with 12 200 completions in 2013-14 compared with 4700 the year before.

The *Further Education and Training Act 2014*, which came into effect from 1 July 2014, revitalised the apprenticeship and traineeship system in Queensland, removing barriers to engaging apprentices and trainees. The legislative reforms also harmonised Queensland regulation with other jurisdictions and updated the regulatory framework to reflect current practice.

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Western Australian Government comments

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Western Australia continues to deliver positive outcomes in Vocational education and training (VET), with high levels of student satisfaction (85.9 per cent) and graduates employed after study (81.4 per cent) in 2013. As in previous years, satisfaction of Aboriginal students in Western Australia is particularly high (93 per cent in 2013). Furthermore 78.2 per cent of employers of VET graduates reported being satisfied with the skills of their employees. In 2013, 141 409 government funded students were provided with education and training through a network of 331 registered training organisations.

Western Australia is committed to delivering its vision that all Western Australians can be part of a skilled workforce to meet the economic and community needs of Western Australia. To this end the Department of Training and Workforce Development embarked upon a comprehensive review of *Skilling WA — A workforce development plan for Western Australia* in 2013. Five discussion papers and an economic overview were published to inform the consultation process.

State and national reforms have led to significant changes in the WA training sector. In the context of these reforms, the Minister for Training and Workforce Development commissioned an independent review in October 2013 to provide advice on:

- a model for the most appropriate level of autonomy for State Training Providers
- strategies to support the growth of regional State Training Providers in a more open market
- a framework for streamlined information flows from industry and the VET sector to the Minister.

Consistent with the National Partnership Agreement on Skills Reform, Western Australia introduced Future Skills WA on 1 January 2014. Future Skills WA is a new way in which the State Government is prioritising and funding training. Under Future Skills WA, eligible students are guaranteed a subsidised training place in more than 600 State priority qualifications, including over 500 apprenticeships and traineeships and more than 80 qualifications on Western Australia's *Priority industry qualifications list*.

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South Australian Government comments

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2013 marked the first full year of the *Skills for All* reforms in South Australia following implementation in July 2012. *Skills for All* has supported greater contestability in the VET market and promoted a demand driven training system that meets the needs of students, industry and businesses, and supports the productivity and participation objectives of the state.

Skills for All strives to ensure the VET system is closely aligned to strategic industry demand and that public investment is targeted to skill development of greatest benefit to all South Australians.

In 2013 *Skills for All* resulted in significant increases in government-funded VET activity when compared to 2012:

- student enrolments: increased by 21.9 per cent, from 123 300 to 150 300
- course enrolments: increased by 30.0 per cent, from 145 200 to 188 700
- subject enrolments: increased by 25.3 per cent, from 1 017 400 to 1 336 500
- hours of delivery: increased by 30.9 per cent, from 32 202 100 to 42 157 300.

During 2013 the South Australian government supported people facing training and employment challenges through a number of programs and initiatives, including:

- skills for Jobs in Regions, which provided \$9.5 million to assist nearly 10 000 people, contributing to regional employment growth by working with regional employers and industry to fill jobs with local, work-ready job seekers
- overseeing a national drive to boost literacy, numeracy and language skills of working-age people through the \$1.5 million Foundation Skills Workforce Development Project, designed to increase the skills of trainers, supporting the National Foundation Skills Strategy for Adults
- building Family Opportunities (BFO) program, that brings together long-term jobless families, local community organisations, government, and employers to find solutions to complex issues that prevent families from participating in employment. BFO assists young people and adults to complete secondary education and/or participate in pre-vocational, learning and skills development programs that lead to employment
- a suite of initiatives ensuring that Aboriginal VET students and job seekers have the breadth of employability skills needed to be competitive across a range of industries while at the same time provide employers with work-ready Aboriginal people. Over 3 000 Aboriginal people participated in these initiatives, with 870 gaining a job.

South Australia saw the completion of the \$120 million Sustainable Industries Education Centre, and the \$38 million Mining and Engineering Centre. These two flagship projects form part of the \$240 million rejuvenation of TAFE SA facilities, the biggest investment ever in training infrastructure in South Australia.

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Tasmanian Government comments

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On 23 May 2013 the Tasmanian Parliament passed legislation, the *Training and Workforce Development Act 2013*, to establish a system of training and workforce development that supports a skilled and productive workforce and contributes to economic and social progress in Tasmania. Significant changes to the system as a result of the Act include:

- the establishment of TasTAFE on 1 July 2013 as Tasmania's sole public registered training organisation (RTO)
- new formalised strategic industry advice arrangements
- a greater focus on workforce development.

During 2013:

- 43 000 students participated in Tasmanian VET training, with 29 839 students directly subsidised by government funding
- 9545 Tasmanian apprentices and trainees were in training
- 13 per cent of working aged Tasmanians participated in VET.

In 2013, Tasmania improved contract management protocols linking subsidised training outcomes to State Government policy objectives and priorities. This is delivered through the Endorsed RTO model.

Tasmanian Government is putting in place formal memorandums of understanding (MOUs) with Strategic Industry Partners, who are industry associations who are able to provide high-level strategic advice on training and workforce development in Tasmania on behalf of their constituents. In 2013, the first year of the program, five MOUs were signed with:

- the Tasmanian Chamber of Commerce and Industry
- the Tasmanian Building and Construction Industry Training Board
- Aged and Community Care, Tasmania
- the Tasmanian Seafood Council
- the Tasmanian Farmers and Graziers Association.

Tasmania also began two demand-led programs in 2013 to meet the specific needs of Tasmanian businesses:

- the Skills Fund, a demand-led competitive program that has been set up to provide Government subsidised training via a range of options for job seekers, existing workers and people who are experiencing barriers to entering the workforce; and
- the Rapid Response Skills Initiative, which provides immediate support to retrenched workers and their partners. The Initiative can be used to provide fast training and licencing solutions for immediate job outcomes.

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Australian Capital Territory Government comments

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In 2013 the ACT Government continued its commitment to ongoing reforms of the ACT VET system. Central to this reform agenda were strategies to improve access to training in areas of skill demand and industry and community engagement with the VET sector.

The Forecasting of Industry Needs and Entitlement (FINE) modelling tool to identify areas of skills shortage within the ACT was developed in 2013. FINE is a dynamic, evidence-based approach to establishing priorities and levels of relative need for all ACT occupations and the VET qualifications typically required for employment in these occupations. FINE informs the *ACT Skills Needs List*, developed to ensure that government-subsidised training will be directed towards areas of genuine skills shortages. This list has the added advantage of providing job seekers with information about which qualifications are most likely to lead to employment. FINE and the *ACT Skills Needs List* inform the evidence base for the third avenue of the ACT's entitlement to training—*Skilled Capital*—designed to contribute towards:

- removing barriers to participation in VET study
- increasing participants' chances of success in achieving a VET qualification
- improving graduates' employment status after training.

The engagement of industry and the community is vital for improving access to VET opportunities. New engagement initiatives implemented by the ACT in 2013 included:

- the Better Linkages between Employment and Training Initiative
- expansion of the Education and Training Directorate's industry liaison function to include field officers
- Independent Industry Validation of Assessment Practices pilot projects
- industry, employer and community consultations on the FINE model.

An indicator of the effectiveness of the ACT VET sector to deliver the skills and capabilities needed for improved economic participation is the employment and further study outcomes for VET graduates. According to NCVET *Student Outcomes 2013*, ACT graduates and module completers report a range of above average employment and further study outcomes. For example, an ACT VET graduate is significantly more likely to be employed after training compared with Australian VET graduates as a whole. The ACT also has consistently higher proportions of module completers enrolling in further study after training. Further, a significantly higher proportion of VET students report being employed or in further study six months after completing qualifications at the Canberra Institute of Technology, compared with TAFE graduates across Australia. The continuing challenge for the ACT is to sustain and improve on the good employment outcomes for its VET graduates.

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Northern Territory Government comments

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During 2013 the Northern Territory experienced significant economic growth with major projects such as the Ichthys Liquefied Natural Gas Project well underway. With such rapid growth a unique opportunity arose for the Territory to realise its full potential and to strategically plan the way forward for a prosperous future.

In August 2013 the Northern Territory Government unveiled the strategic blueprint for the Territory's future "Framing the Future". This strategy laid the foundations to build a prosperous economy, strong society, confident culture and balanced environment. An important objective relating to training is "An economy that is built on strong local businesses and a skilled and flexible workforce". The outcomes sought include the growth of world class education and training institutions and to improve the productivity of our workforce.

The Employment Strategy 2012—2015 remained as the Territory Government's endorsed strategy to build a skilled and dynamic workforce by growing our own workforce capability, support for sector specific workforce strategies, increased responsiveness in the training system, increased Indigenous workforce participation and support for businesses and industry to improve productivity.

The Indigenous Workforce Participation Initiatives function was introduced in 2012-13 to support the Employment Strategy 2012–2015. This program continued to offer business, including those in the not-for-profit sector, support for projects that strengthen Indigenous employment and workplace practices. In 2013-14, the program funded 13 projects across the NT, 11 of which are still in progress.

The Ichthys Industry Participation Plan delivered real and significant benefits to the Northern Territory economy across a broad range of small to medium enterprises and through local employment and training.

Other programs introduced include the Student Entitlement to support the development of skills for working age individuals through a government subsidised training place for their first Certificate III qualification with a set target of additional 2585 NT VET students to complete their qualifications by 2016-17, including those from disadvantaged groups.

The Northern Territory had the highest level of Graduates that were in employment or undertaking further training after completing VET at 91.8 per cent, 4.3 per cent above the national level of 87.5 per cent.

Apprentice/Trainee commencements for 19 years and under for 2013 was 861 (37.7 per cent) and of those 230 were school based, the highest level achieved ever and 33.7 per cent higher than 2012. Apprentice/Trainee cancellations dropped by 16.6 per cent from 1973 in 2012 to 1646 in 2013, demonstrating that retention strategies are effective.

VET participation rates for all students in the Northern Territory was at 8.5 per cent far above the reported national rate of 6.4 per cent.

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5.6 Definitions of key terms

Adult and community education providers	Organisations that deliver community-based adult education and training intended principally for adults, including general, vocational, basic and community education, and recreation, leisure and personal enrichment programs.
Annual hours	The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard. A nationally consistent standard for the collection, analysis and reporting of vocational education and training information throughout Australia. This standard was observed in the collection and preparation of data for this Report.
Comparability	Data are considered comparable if, (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data.
Completeness	Data are considered complete if all required data are available for all jurisdictions that provide the service.
Completions	<p>Fulfilment of all of the requirements of a course enrolment or module enrolment. Completion of a qualification or course is indicated by acknowledging eligibility for a qualification (whether or not the student physically received the acknowledgment).</p> <p>Data on qualifications completed includes both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other data under the outcome indicator 'skill profile', such as data for units of competency and modules completed, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data, that does not enable correct disaggregation of completions by funding source.</p>
Course	A structured program of study that leads to the acquisition of identified competencies and includes assessment leading to a qualification.
Course mix weight	Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this Report. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory. A course mix weighting greater than 1.000 indicates that the State or Territory is offering relatively more expensive programs compared with the national profile.
Employer engagement with VET	The proportion of Australian employers who in the last 12 months had employees undertaking apprenticeships/traineeships (now referred to as Australian Apprenticeships), or arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or had employees with formal vocational qualification as a requirement of their job.

Employer satisfaction with VET	The proportion of Australian employers who engaged in an aspect of VET, and who were satisfied with VET in meeting the skill needs of their workforce. The components of satisfaction with the VET system are satisfaction with apprentices/trainees, nationally recognised training, and formal vocational qualifications as a job requirement. Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.
Enrolment	<p>The registration of a student at a training organisation's delivery location for the purpose of undertaking a program of study. The enrolment is considered valid only if the student has undertaken enrolment procedures, met their fee obligations, and has engaged in learning activity regardless of the mode of delivery.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This may be of importance if comparing VET data in this chapter with other VET data.</p>
Fee-for-service activity	Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.
Government funded VET students	Government funded VET students who are funded under Commonwealth and State recurrent, Commonwealth specific and State specific funding. This includes activity funded under the NASWD, and excludes students participating in VET programs delivered in schools (where the delivery was undertaken by schools) or who undertook 'recreation, leisure or personal enrichment' education programs. Fee for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.
Government recurrent expenditure per annual hour	Government recurrent expenditure divided by the number of government funded annual hours (adjusted for invalid enrolment rates). Expenditure is adjusted for course mix weight.
Government recurrent expenditure per load pass	Government recurrent expenditure divided by the number of hours successfully completed from assessable government funded enrolments of modules and units of competency achieved/passed and RPL.
Graduate	A person who has completed a VET program.
Graduates' main reason for undertaking a VET course	Either seeking an employment-related outcome (to get a job, to try for a different career, to meet job requirements, to get extra job skills), seeking a further study outcome (to get into another course) or seeking a personal development outcome (for personal interest, for other reasons).
Language other than English (LOTE) spoken at home	Students speaking a language other than English at home are those who self-identify on their enrolment form that they speak a language other than English at home.
Load pass rate	The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to the hours of all students who were assessed and either passed, failed or withdrew. Load pass rate is calculated as the total competency achieved/passed and RPL divided by the total competency achieved/passed, RPL, competency not achieved/failed and withdrawn.
Module	A unit of training in which a student can enrol and be assessed.
Private provider	A commercial organisation that provides training to individuals and industry.
Program of study	A generic term to describe Training Package qualifications, nationally recognised accredited courses, other courses (not nationally recognised accredited courses), units of competency and modules.
Qualification Equivalents (QE)	<p>Qualification Equivalents (QE) is a measure of the quantum of training relative to the effort required to fully complete a VET qualification.</p> <p>QE expresses skill outputs in terms of equivalent qualifications within each AQF level and field of education. QEs are based on the training activity</p>

	<p>(annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.</p> <p>All courses have a nominal hour value reported as part of the national VET provider collection. This value provides a guide to the amount of activity that is required to complete the qualifications. These courses are classified by Australian Standard Classification of Education (ASCED) field of education and qualification level. For example, the median hours associated with a course in the field of education Food, Hospitality and Personal Services at diploma level for 2005 was 1660 hours. The number of hours successfully completed in modules and units of competency from these courses was 353 052. These 353 052 nominal hours represent 213 equivalent diploma qualifications.</p>
Real	<p>Actual expenditure/funding/assets adjusted for changes in prices. Adjustments are made using the GDP chain price deflator and expressed in terms of final year prices.</p>
Recognition of prior learning (RPL)	<p>RPL is an assessment process through which students may gain formal recognition for the skills they already have. An enrolment where the student has been assessed competent for the whole unit of competency or module by a trainer. The result of the assessment is on the basis of the student's prior skills and knowledge acquired through previous training, work or life experience.</p>
Recurrent funding	<p>Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.</p>
Registered training organisation (RTO)	<p>RTOs are organisations registered by a State or Territory recognition authority to deliver specified VET and/or assessment services, and issue nationally recognised qualifications in accordance with the AQTF. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.</p>
Remoteness	<p>Remoteness is described using ARIA+, which is published as a 1 kilometre grid or matrix that covers the whole of Australia. The ABS calculated the arithmetic mean ARIA+ values for each Census Collection Districts (CCD) that formed the base level of the Remoteness Structure.</p> <p>CCD Average ARIA+ value ranges</p> <p>Major Cities: 0 to 0.2 Inner Regional: greater than 0.2 and less than or equal to 2.4 Outer Regional: greater than 2.4 and less than or equal to 5.92 Remote: greater than 5.92 and less than or equal to 10.53 Very remote: greater than 10.53</p>
TAFE	<p>Technical and further education colleges and institutes, which are the primary providers of government funded VET.</p>
Training packages	<p>An integrated set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet the training needs of an industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials.</p> <p>A Training Package is the grouping together of the training components designed to assist in achieving the competencies for a specific industry. Units of competency are packaged together which, when combined at various levels, can form qualifications (Certificate, Diploma etc.).</p>
Unit of competency	<p>A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.</p>
User cost of capital per annual hour	<p>User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by government funded annual hours</p>

	and course mix weight.
User cost of capital per load pass	User cost of capital (which is the opportunity cost of funds tied up in the capital used to deliver services, calculated as 8 per cent of the total value of the physical non-current assets) divided by successfully completed government funded VET modules or units of competency.
VET participation	<p>VET student participation data presented in this Report refer only to VET students who were funded by government expenditure and delivered by TAFE and other government providers (including multi-sector higher education institutions), registered community providers and registered private providers. They do not include students who participated in VET programs delivered in schools (where the delivery was undertaken by schools) or undertook 'recreation, leisure or personal enrichment' education programs. Fee-for-service by private providers, delivery undertaken at overseas campuses of Australian VET institutions, and credit transfer are also excluded.</p> <p>A VET student may be enrolled in more than one VET training program, and therefore there are more 'enrolments' in the VET system than 'students'. This distinction between 'student' numbers and the number of 'enrolments' (or 'student enrolments') may be of importance if comparing VET data in this chapter with other VET data.</p>
VET participation by Aboriginal and Torres Strait Islander people	<p>The number of government funded participants of all ages in the VET system reported as Aboriginal and Torres Strait Islander as a proportion of the number of Aboriginal and Torres Strait Islander people aged 15–64 years in the Australian population.</p> <p>Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form.</p>
VET participation by students speaking a language other than English	The number of government funded participants of all ages in the VET system speaking a language other than English at home as a proportion of the number of all people in the Australian population speaking a language other than English at home.
VET participation rate for people aged 15–64 years	The number of government funded participants aged 15–64 years in the VET system as a proportion of the number of people in Australia (or each jurisdiction) aged 15–64 years.
VET participation rate for people of all ages by region	The number of government funded participants of all ages in the VET system based on students' home postcodes using the Accessibility and Remoteness Index for Australia (that is, major cities; inner regional areas; outer regional areas; remote and very remote areas) as a proportion of the total population of people in those geographic areas.
VET program	A course or module offered by a training organisation in which students may enrol and gives people work-related knowledge and skills.
Whether the VET course helped graduates achieve their main reason for doing the course	Whether 'the course helped', 'the course partly helped', 'the course did not help' or the graduates 'cannot say'.

5.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by a '5A' prefix (for example, table 5A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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5.8 References

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5A Vocational education and training — attachment

Definitions for the indicators and descriptors in this attachment are in section 5.6 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the Vocational Education and Training Working Group, but have not been formally audited by the Secretariat.

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

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TABLE 5A.1

Table 5A.1 **Government real recurrent expenditure, (2013 dollars) (\$ million) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (f)</i>
2013	1 691.2	1 691.8	984.8	657.6	452.0	128.3	101.0	98.5	5 805.1
2012	1 706.1	1 994.4	988.8	654.5	331.0	127.2	108.1	96.0	6 006.2
2011	1 683.7	1 630.5	1 051.6	755.2	362.4	147.6	108.6	125.9	5 865.5
2010	1 645.9	1 308.3	994.1	610.7	350.3	140.5	113.4	117.2	5 280.3
2009	1 582.4	1 214.2	997.6	584.6	361.8	123.0	104.6	113.7	5 081.9
2008	1 581.8	1 196.4	923.3	503.3	321.4	121.4	100.2	116.5	4 864.3
2007	1 616.0	1 178.3	888.3	530.2	364.7	121.7	102.1	109.5	4 910.9
2006	1 657.0	1 169.2	803.6	550.2	352.9	116.3	104.8	112.2	4 866.2
2005	1 667.7	1 161.8	849.2	575.4	352.4	114.5	107.1	115.9	4 943.9
2004	1 726.2	1 117.0	820.2	540.0	364.8	110.7	104.2	113.0	4 896.1

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).
- (d) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011, \$5.6 million in 2012 and \$5.5 million in 2013.
- (e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.
- (f) Totals may not add as a result of rounding.

Source: NCVET unpublished, National financial collection.

TABLE 5A.2

Table 5A.2 **Government real recurrent expenditure, (2013 dollars) (\$ per person aged 15–64 years) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
2013	346.17	439.69	317.71	382.21	412.38	389.32	375.03	576.09	376.43
2012	352.67	526.06	324.12	393.09	303.12	383.46	407.45	571.70	395.04
2011	350.59	435.32	349.93	467.79	333.25	443.00	414.17	759.51	390.55
2010	345.23	353.40	335.26	388.65	323.71	422.60	438.58	710.83	355.67
2009	335.27	333.09	341.47	380.27	337.74	372.85	411.88	702.50	347.05
2008	340.18	335.91	323.99	338.08	303.77	371.69	401.52	742.54	339.14
2007	353.39	337.97	320.03	368.13	348.69	376.09	416.04	720.79	349.67
2006	367.25	341.74	297.06	392.77	341.43	361.67	436.42	756.79	353.02
2005	372.74	345.11	321.53	419.02	344.60	358.45	451.32	794.88	364.02
2004	388.67	336.57	318.05	400.09	359.70	349.01	443.26	790.22	365.39

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).
- (d) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.
- (e) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011, \$5.6 million in 2012 and \$5.5 million in 2013.
- (f) Totals may not add as a result of rounding.

Source: NCVET National financial collection (unpublished); ABS (Australian Bureau of Statistics) (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; Table 5A.1.

TABLE 5A.3

Table 5A.3 VET activity, 2013 (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Number of registered training organisations	no.	559	726	548	331	342	129	81	93	2 094
Number of registered training organisation delivery locations	no.	3 801	7 463	8 498	2 325	1 914	537	175	619	25 027
2012										
Number of registered training organisations	no.	628	598	606	365	384	123	81	104	2 110
Number of registered training organisation delivery locations	no.	3 923	5 654	8 025	2 251	1 559	502	145	700	22 486
2011										
Number of registered training organisations	no.	632	753	563	368	373	125	105	107	2 251
Number of registered training organisation delivery locations	no.	3 783	4 351	7 422	2 293	1 001	495	204	654	20 016
2010										
Number of registered training organisations	no.	577	680	469	348	328	126	111	98	2 103
Number of registered training organisation delivery locations	no.	3 472	2 889	5 937	2 265	990	442	168	578	16 526
2009										
Number of registered training organisations	no.	529	585	374	316	302	120	97	89	1 907
Number of registered training organisation delivery locations	no.	3 271	2 161	5 247	2 148	951	391	154	570	14 791

(a) VET activity for Australia refers to all VET data available for reporting. There were 1.88 million VET students in 2013. This includes all VET delivered by TAFE and other government providers and publicly funded VET programs delivered on a fee-for-service basis.

(b) Information about student participation in Australias vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:

- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
- the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.

TABLE 5A.3

Table 5A.3 **VET activity, 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	Registered training organisations (RTOs) submit their data via state training authorities as part of their funding agreement. Consequently, some RTOs may be reported in more than one state/territory. The number reported for Australia is the distinct number of RTOs and is not the sum of all states and territories.									
(d)	Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 2013 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Students (c) (d)	no.	423 247	498 077	201 592	141 409	150 272	29 839	21 934	20 245	1 486 615
Students who gain some recognition of prior learning	no.	30 277	23 874	19 563	8 607	14 228	1 796	1 766	1 263	101 374
Annual hours (e)	million	120.8	180.8	56.1	43.7	41.1	7.7	6.0	4.0	460.1
Average hours per student	no.	285.4	363.0	278.1	309.2	273.6	257.1	271.6	196.9	309.5
TAFE providers (f)	no.	11	18	13	11	3	1	1	2	60
TAFE provider locations (f)	no.	134	381	258	127	42	40	9	264	1 255
2012										
Students (c) (d)	no.	466 815	494 978	239 655	145 318	123 276	31 698	23 810	21 737	1 547 287
Students who gain some recognition of prior learning	no.	30 026	42 974	23 111	9 568	13 012	2 215	2 820	993	124 719
Annual hours (e)	million	135.4	184.4	64.3	43.9	31.4	8.9	6.0	4.4	478.7
Average hours per student	no.	290.0	372.5	268.5	302.4	254.8	280.6	251.0	201.9	309.4
TAFE providers (f)	no.	11	18	13	11	3	2	1	2	61
TAFE provider locations (f)	no.	135	181	280	128	42	44	7	262	1 079
2011										
Students (c) (d)	no.	465 587	436 378	255 925	146 775	101 600	31 606	23 927	21 926	1 483 724
Students who gain some recognition of prior learning	no.	32 243	29 752	23 044	9 698	7 988	2 276	2 033	736	107 770
Annual hours (e)	million	132.7	144.4	68.9	44.0	25.6	8.6	6.5	4.2	435.0
Average hours per student	no.	284.9	331.0	269.2	299.9	252.2	272.3	273.0	193.6	293.2
TAFE providers (f)	no.	11	18	13	11	3	2	1	2	61
TAFE provider locations (f)	no.	133	164	312	125	43	47	7	241	1 072

TABLE 5A.4

Table 5A.4 **Government funded VET activity, 2013 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
Students (c) (d)	no.	467 472	343 453	232 581	143 562	99 349	30 731	25 005	21 140	1 363 293
Students who gain some recognition of prior learning	no.	29 000	24 056	18 068	8 125	8 404	1 961	2 052	628	92 294
Annual hours (e)	million	129.7	112.1	61.3	43.0	23.9	7.9	6.4	4.2	388.4
Average hours per student	no.	277.4	326.3	263.5	299.4	240.5	255.6	256.2	200.5	284.9
TAFE providers (f)	no.	11	18	13	10	3	2	1	2	60
TAFE provider locations (f)	no.	133	161	293	125	209	41	6	208	1 176
2009										
Students (c) (d)	no.	447 271	306 402	216 505	135 798	98 513	30 016	22 504	21 103	1 278 112
Students who gain some recognition of prior learning	no.	24 557	19 659	14 868	5 878	7 739	2 115	1 194	357	76 367
Annual hours (e)	million	121.2	96.6	54.0	39.6	23.3	7.2	6.1	4.0	352.1
Average hours per student	no.	271.0	315.1	249.4	291.8	236.8	241.5	270.0	191.3	275.5
TAFE providers (f)	no.	11	18	13	10	3	2	1	2	60
TAFE provider locations (f)	no.	133	169	308	118	195	30	7	229	1 189

- (a) Government funded activity is based on major funding source codes 01, 02, 11, 13 and 15 (codes 01 and 02 relate to historical data). It excludes activity funded by private and overseas providers, students enrolled in fee-for-service activity, overseas full-fee paying activity, recreational, leisure and personal enrichment programs, and any credit transfer activity. Vocational education and training delivered in schools, where the delivery has been undertaken by schools is also excluded. Until the 2010 Report, government funded activity was based only on major funding source codes 01 and 11. Due to this redefinition, all previously published measures of government funded activity have changed.
- (b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

Table 5A.4 **Government funded VET activity, 2013 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	<p>Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.</p> <p>Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:</p> <ul style="list-style-type: none"> • all PPP students are reported in 2010 and 2011, and only partially reported in 2009 • the extent to which VET fee-help has affected student numbers is unknown due to partial coverage. 									
(d)	Represents students who gain some recognition of prior learning (RPL) - granted result in at least one enrolment in the collection year. RPL hours based on nationally consistent nominal hour values.									
(e)	Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. Training organisations submit their data via state training authorities as part of their funding agreement. Consequently, some training organisations may be reported in more than one state/territory.									
(f)	TAFE providers are not the only providers that deliver government funded activity. The student and hour figures include activity from other government, community education and private providers.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.5

Table 5A.5 VET students, all ages, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
2013										
Number of students										
Diploma and above (g)	'000	41.4	63.6	26.8	14.1	19.4	3.6	4.5	0.9	174.2
Certificate III or IV	'000	209.3	300.7	143.2	84.8	75.2	16.9	13.2	9.4	852.8
Certificate I or II or lower (h)	'000	110.2	95.9	28.3	39.7	41.9	6.2	2.4	7.1	331.8
Other (i)	'000	62.3	37.9	3.3	2.7	13.8	3.1	1.9	2.8	127.8
All students	'000	423.2	498.1	201.6	141.4	150.3	29.8	21.9	20.2	1 486.6
Proportion of VET students										
Diploma and above (g)	%	9.8	12.8	13.3	10.0	12.9	12.0	20.4	4.6	11.7
Certificate III or IV	%	49.5	60.4	71.0	60.0	50.0	56.7	60.0	46.7	57.4
Certificate I or II or lower (h)	%	26.0	19.3	14.1	28.1	27.9	20.8	11.1	34.9	22.3
Other (i)	%	14.7	7.6	1.6	1.9	9.2	10.5	8.5	13.8	8.6
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Number of students										
Diploma and above (g)	'000	50.5	82.4	34.2	15.8	16.0	4.0	5.3	0.8	209.0
Certificate III or IV	'000	219.2	306.2	157.0	83.1	64.1	18.4	14.0	10.4	872.3
Certificate I or II or lower (h)	'000	127.0	82.8	43.6	43.6	30.6	8.5	2.3	8.2	346.7
Other (i)	'000	70.1	23.6	4.9	2.8	12.5	0.8	2.2	2.4	119.3
All students	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
Proportion of VET students										
Diploma and above (g)	%	10.8	16.6	14.3	10.9	13.0	12.6	22.2	3.7	13.5
Certificate III or IV	%	47.0	61.9	65.5	57.2	52.0	57.9	58.8	47.8	56.4
Certificate I or II or lower (h)	%	27.2	16.7	18.2	30.0	24.9	26.9	9.8	37.7	22.4
Other (i)	%	15.0	4.8	2.1	1.9	10.2	2.6	9.2	10.8	7.7
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.5

Table 5A.5 VET students, all ages, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
2011										
Number of students										
Diploma and above (g)	'000	53.7	78.6	37.5	17.7	12.4	3.5	5.8	0.6	209.9
Certificate III or IV	'000	214.6	253.2	160.0	80.8	49.8	18.1	12.4	10.4	799.2
Certificate I or II or lower (h)	'000	117.5	79.7	51.5	44.4	23.7	8.9	2.5	8.9	337.0
Other (i)	'000	79.9	24.9	7.0	3.9	15.7	1.1	3.2	1.9	137.6
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
Proportion of VET students										
Diploma and above (g)	%	11.5	18.0	14.6	12.1	12.2	11.1	24.4	2.9	14.1
Certificate III or IV	%	46.1	58.0	62.5	55.1	49.0	57.2	52.0	47.4	53.9
Certificate I or II or lower (h)	%	25.2	18.3	20.1	30.2	23.3	28.3	10.5	40.8	22.7
Other (i)	%	17.2	5.7	2.7	2.7	15.5	3.4	13.2	8.8	9.3
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Number of students										
Diploma and above (g)	'000	50.8	65.3	33.4	16.0	11.1	2.9	6.6	0.6	186.8
Certificate III or IV	'000	205.9	181.0	144.1	78.5	43.6	18.4	12.2	9.8	693.5
Certificate I or II or lower (h)	'000	121.3	67.7	44.9	46.2	24.4	8.9	2.8	8.5	324.7
Other (i)	'000	89.4	29.4	10.2	2.9	20.3	0.5	3.4	2.3	158.3
All students	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
Proportion of VET students										
Diploma and above (g)	%	10.9	19.0	14.4	11.1	11.2	9.4	26.6	2.8	13.7
Certificate III or IV	%	44.1	52.7	62.0	54.7	43.8	59.9	48.7	46.2	50.9
Certificate I or II or lower (h)	%	26.0	19.7	19.3	32.2	24.6	28.9	11.2	40.3	23.8
Other (i)	%	19.1	8.6	4.4	2.0	20.4	1.7	13.5	10.8	11.6
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.5

Table 5A.5 VET students, all ages, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
2009										
Number of students										
Diploma and above (g)	'000	40.4	57.4	27.7	14.4	8.5	2.7	5.7	0.5	157.3
Certificate III or IV	'000	190.2	152.1	134.9	73.2	40.0	17.3	10.5	9.4	627.7
Certificate I or II or lower (h)	'000	116.8	66.6	43.4	45.2	22.9	9.6	2.6	8.7	315.9
Other (i)	'000	99.7	30.3	10.4	3.0	27.1	0.4	3.6	2.5	177.1
All students	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
Proportion of VET students										
Diploma and above (g)	%	9.0	18.7	12.8	10.6	8.6	8.9	25.5	2.3	12.3
Certificate III or IV	%	42.5	49.6	62.3	53.9	40.6	57.8	46.9	44.7	49.1
Certificate I or II or lower (h)	%	26.1	21.7	20.0	33.3	23.3	31.9	11.6	41.1	24.7
Other (i)	%	22.3	9.9	4.8	2.2	27.5	1.4	16.0	12.0	13.9
All students	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:

- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
- the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.

(c) 'Course level' denotes the highest qualification attempted by a student in a reporting year.

(d) Totals may not add as a result of rounding. Percentages may not match results of manual calculations due to rounding.

Table 5A.5 **VET students, all ages, by course level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (j)</i>	<i>NT (k)</i>	<i>Aust</i>
(e)	Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.									
(f)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.									
(g)	'Diploma and above' qualifications include diploma, associate degree, advanced diploma, bachelor degree, graduate certificate and graduate diploma qualifications.									
(h)	'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.									
(i)	'Other' includes training programs that do not directly lead to a qualification. That is, non-award courses, subject only enrolments, statement of attainment, and bridging and enabling courses.									
(j)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									
(k)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.6

Table 5A.6 **Real net assets of public VET providers per person aged 15–64 years (2013 dollars), (\$ per person) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
2013	949.07	822.90	519.03	829.95	822.66	835.17	774.01	1 329.63	807.45
2012	867.85	830.97	502.54	838.61	757.65	814.69	813.45	1 330.66	777.10
2011	647.42	806.35	526.76	872.02	615.09	862.09	842.02	1 436.38	701.48
2012	691.54	850.61	567.57	811.26	644.10	715.98	1 516.09	1 419.91	738.54
2009	723.06	850.82	580.27	791.02	647.52	763.11	1 513.72	1 381.76	749.78

(a) Differences exist between the accounting practices applied by the states and territories, particularly in respect of the valuation and measurement of investments and property, and plant and equipment. This can affect comparisons between states and territories.

(b) Data for 2009-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).

(c) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.

Source: NCVET National financial collection (unpublished); ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra.

TABLE 5A.7

Table 5A.7 **Government payments to non-TAFE providers for VET delivery (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government payments (2013 dollars)										
2013	\$m	95.7	799.2	185.0	122.5	128.8	11.9	8.8	11.0	1 362.8
2012	\$m	148.6	804.2	200.4	132.5	81.0	11.3	8.8	13.5	1 400.3
2011	\$m	189.7	506.9	251.1	138.7	50.9	7.7	8.9	8.4	1 162.2
2010	\$m	197.3	296.1	196.6	120.9	38.3	8.6	8.7	15.9	882.4
2009	\$m	116.3	148.0	146.5	92.7	34.4	9.4	10.1	12.6	570.0
2008	\$m	122.3	150.9	130.5	65.7	22.7	9.2	9.6	12.5	523.4
2007	\$m	127.9	158.6	100.2	58.2	21.6	8.3	11.3	10.2	496.4
2006	\$m	116.0	165.3	65.0	67.0	23.9	8.6	10.6	9.6	466.0
2005	\$m	102.6	150.7	89.0	58.7	27.0	8.2	12.5	8.8	457.6
2004	\$m	101.1	147.9	105.8	60.4	27.8	8.8	15.2	5.9	472.9
2013 payments to non-TAFE providers as a proportion of Government recurrent funding (c)	%	5.6	47.2	18.7	18.5	28.5	9.3	9.2	11.1	23.5
Real change in payments to non-TAFE providers between 2012 and 2013 (d)	%	- 35.6	- 0.6	- 7.7	- 7.5	59.1	5.1	0.8	- 18.8	- 2.7

- (a) Payments to non-TAFE providers of VET delivery include payments to secondary schools, other government providers, enterprises, private providers, community providers, industry and local government providers.
- (b) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).
- (c) The denominator 'Government recurrent funding' is sourced from table 5A.8.
- (d) The percentage change in real payments may not match manual calculations due to rounding of reported figures.

Source: NCVER unpublished, National financial collection.

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW (d)</i>	<i>Vic (c) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (c) (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
2013										
Government recurrent funding										
Australian Government recurrent funding	\$m	452.6	346.4	248.9	149.0	88.7	31.5	23.5	14.5	1 355.1
State/Territory Government recurrent funding	\$m	1 096.2	1 227.3	638.5	462.4	329.9	86.5	67.2	81.5	3 989.5
Commonwealth administered programs	\$m	145.0	118.1	99.3	48.9	33.4	10.2	4.9	2.9	462.7
Total	\$m	1 693.9	1 691.8	986.7	660.3	452.0	128.3	95.5	98.9	5 807.3
Amounts allocated										
Open competitive tendering (j)	\$m	47.7	..	25.6	31.5	19.3	9.2	3.7	2.0	139.0
Limited competitive tendering (k)	\$m	..	..	13.9	na	9.6	1.5	0.8	..	25.8
User choice	\$m	246.8	1.9	203.4	149.9	7.5	27.5	12.9	16.5	666.4
Other (l)	\$m	na	1 308.3	22.8	na	324.6	na	4.0	..	1 659.7
Total	\$m	294.5	1 310.2	265.7	181.4	361.0	38.2	21.5	18.5	2 491.0
Proportion of government recurrent funding										
Open competitive tendering (j)	%	2.8	..	2.6	4.8	4.3	7.2	3.9	2.0	2.4
Limited competitive tendering (k)	%	..	..	1.4	na	2.1	1.2	0.9	..	0.4
User choice	%	14.6	0.1	20.6	22.7	1.7	21.4	13.5	16.7	11.5
Other (l)	%	na	77.3	2.3	na	71.8	na	4.2	..	28.6
2012										
Government recurrent funding										
Australian Government recurrent funding	\$m	450.1	341.0	242.3	142.6	88.3	31.7	23.2	14.2	1 333.5
State/Territory Government recurrent funding	\$m	1 165.0	1 547.1	683.9	483.1	219.8	87.1	70.7	77.2	4 333.9
Commonwealth administered programs	\$m	94.3	106.3	63.1	30.0	22.9	8.3	8.7	5.3	338.9
Total	\$m	1 709.4	1 994.4	989.3	655.6	331.0	127.2	102.6	96.7	6 006.3
Amounts allocated										
Open competitive tendering (j)	\$m	127.7	1 076.9	74.9	31.4	46.6	12.3	10.2	6.0	1 386.0
Limited competitive tendering (k)	\$m	..	..	10.9	..	9.5	1.9	0.8	..	23.1

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW (d)</i>	<i>Vic (c) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (c) (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
User choice	\$m	228.3	311.0	201.4	167.9	35.9	28.8	12.8	15.7	1 001.8
Other (l)	\$m	na	na	na	na	154.4	na	3.0	..	157.4
Total	\$m	356.0	1 387.9	287.2	199.3	246.4	43.0	26.9	21.7	2 568.4
Proportion of government recurrent funding										
Open competitive tendering (j)	%	7.5	54.0	7.6	4.8	14.1	9.7	10.0	6.2	23.1
Limited competitive tendering (k)	%	..	..	1.1	..	2.9	1.5	0.8	..	0.4
User choice	%	13.4	15.6	20.4	25.6	10.8	22.6	12.5	16.2	16.7
Other (l)	%	na	na	na	na	46.6	na	3.0	..	2.6
2011										
Government recurrent funding										
Australian Government recurrent funding	\$m	453.0	297.1	240.2	146.4	88.7	31.8	23.1	14.2	1 294.4
State/Territory Government recurrent funding	\$m	1 069.0	1 215.5	711.6	547.0	235.4	102.3	70.8	85.0	4 036.6
Commonwealth administered programs	\$m	162.9	117.9	100.2	62.6	38.3	13.5	9.3	27.6	532.5
Total	\$m	1 684.9	1 630.5	1 052.0	756.0	362.4	147.6	103.3	126.9	5 863.5
Amounts allocated										
Open competitive tendering (j)	\$m	178.8	869.7	125.0	17.7	38.6	8.4	14.1	7.8	1 260.2
Limited competitive tendering (k)	\$m	..	..	12.0	..	11.5	0.6	0.8	..	24.9
User choice	\$m	238.6	302.6	198.2	178.0	44.5	32.0	12.9	14.8	1 021.7
Other (l)	\$m	na	na	na	na	na	na	na	..	na
Total	\$m	417.4	1 172.4	335.2	195.7	94.6	41.1	27.8	22.7	2 306.8
Proportion of government recurrent funding										
Open competitive tendering (j)	%	10.6	53.3	11.9	2.3	10.7	5.7	13.7	6.2	21.5
Limited competitive tendering (k)	%	..	..	1.1	..	3.2	0.4	0.8	..	0.4
User choice	%	14.2	18.6	18.8	23.6	12.3	21.7	12.5	11.7	17.4
Other (l)	%	na	na	na	na	na	na	na	..	na

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW (d)</i>	<i>Vic (c) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (c) (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
2010										
Government recurrent funding										
Australian Government recurrent funding	\$m	411.3	305.2	247.0	134.1	92.7	33.4	24.3	14.9	1 262.8
State/Territory Government recurrent funding	\$m	1 101.4	947.4	651.4	431.1	220.8	100.4	74.6	78.2	3 605.4
Commonwealth administered programs	\$m	133.9	55.7	96.5	45.9	36.8	6.7	8.5	25.1	409.1
Total	\$m	1 646.5	1 308.3	995.0	611.1	350.3	140.5	107.4	118.2	5 277.3
Amounts allocated										
Open competitive tendering (j)	\$m	207.2	303.4	85.4	24.9	29.0	5.8	12.3	7.4	675.3
Limited competitive tendering (k)	\$m	..	..	13.5	..	6.1	0.3	1.0	..	20.9
User choice	\$m	240.3	272.4	208.8	164.4	45.2	35.7	13.7	14.7	995.3
Other (l)	\$m	na	na	na	na	na	na	na	..	na
Total	\$m	447.5	575.9	307.6	189.2	80.3	41.9	26.9	22.2	1 691.5
Proportion of government recurrent funding										
Open competitive tendering (j)	%	12.6	23.2	8.6	4.1	8.3	4.1	11.4	6.3	12.8
Limited competitive tendering (k)	%	..	..	1.4	..	1.8	0.2	0.9	..	0.4
User choice	%	14.6	20.8	21.0	26.9	12.9	25.4	12.7	12.5	18.9
Other (l)	%	na	na	na	na	na	na	na	..	na
2009										
Government recurrent funding										
Australian Government recurrent funding	\$m	405.0	300.3	241.3	125.0	91.0	28.4	24.1	15.1	1 230.1
State/Territory Government recurrent funding	\$m	1 083.9	832.9	691.8	409.7	243.5	88.3	69.8	73.2	3 493.2
Commonwealth administered programs	\$m	95.0	81.0	67.0	49.9	27.3	6.2	5.0	26.4	358.0
Total	\$m	1 583.9	1 214.2	1 000.1	584.6	361.8	123.0	98.9	114.6	5 081.2
Amounts allocated										
Open competitive tendering (j)	\$m	61.4	25.2	35.3	21.4	19.8	5.2	3.5	..	171.8
Limited competitive tendering (k)	\$m	..	..	14.7	..	5.1	0.5	0.2	..	20.6

TABLE 5A.8

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	Units	NSW (d)	Vic (c) (e)	Qld (f)	WA (g)	SA (c) (h)	Tas	ACT (i)	NT	Aust
User choice	\$m	248.6	258.0	210.8	136.9	47.9	36.3	13.4	14.6	966.5
Other (l)	\$m	na	na	na	na	na	na	na	..	na
Total	\$m	310.0	283.2	260.7	158.3	72.8	42.1	17.1	14.6	1 158.9
Proportion of government recurrent funding										
Open competitive tendering (j)	%	3.9	2.1	3.5	3.7	5.5	4.2	3.5	..	3.4
Limited competitive tendering (k)	%	..	..	1.5	..	1.4	0.4	0.2	..	0.4
User choice	%	15.7	21.2	21.1	23.4	13.2	29.6	13.5	12.7	19.0
Other (l)	%	na	na	na	na	na	na	na	..	na

(a) Data for 2009-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).

(b) Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent funding from earlier reports.

(c) The funding model, involving the phased implementation of demand driven funding is undergoing reform and all jurisdictions are at varying stages of this reform process. Victoria and South Australia have made fundamental changes to their funding models, involving the phased implementation of demand driven funding. In Victoria, the first phase was implemented in mid 2009 for training at higher qualification levels. Full implementation across all qualification levels commenced in January 2011, resulting in a substantial increase in funding for Open Competitive Tendering. In July 2012, South Australia introduced its Skills for All initiative, an entitlement based, demand driven training system. This has resulted in a substantial increase in funding for Open Competitive Tendering. In addition, funding for training for apprentices and trainees will progressively shift away from User Choice to Skills for All.

(d) NSW: Open competitive tendering in 2013: The Productivity Places Program completed in 2012. Payments in 2013 are final payments. Method for identifying User choice payments has changed from 2013. Prior to 2013, estimates were used based on Adjusted Full Year Training Equivalents.

(e) Victoria: The small amount in User Choice in 2013 reflects the finalisation of the ATTP program and A\$T profile funding to TAFEs (excluding Youth Compact). The allocation in the 'other' category in 2013 includes the Victorian Training Guarantee - the very large majority of government VET funding in 2013.

(f) Queensland: reduction in the open competitive tendering allocation in 2013 reflects that this program ran for 6 months only. Other allocations include the C3G - new students.

(g) WA: The Productivity Places Program ended in 2012. The West Australian Entitlement Program commenced in 2014 and will be reported in future editions.

Table 5A.8 Allocation of government real funds for VET (2013 dollars) (a), (b), (c)

	<i>Units</i>	<i>NSW (d)</i>	<i>Vic (c) (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (c) (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
(h)	SA: In July 2012 South Australia launched its Skills for All initiative, an entitlement based training system that meets the needs of industry and students. Training providers wishing to access public funding need to satisfy a number of criteria to become a Skills for All provider. With the implementation of Skills for All, User choice funding for apprenticeship and traineeship training has been subsumed by the entitlement system. As a result, data from previous reports have been amended. In particular the 2012 expenditure for open competitive tendering has reduced from the 2014 Report due to the entitlement funding component, Skills for All, removed and reassigned under the Other allocations category. For 2013, the decrease from 2012 is due to the implementation of Skills for All, with the direct purchasing of training under a number of programs subsumed by Skills for All, and a decrease in funding under the Productivity Places Program (PPP), which has concluded.									
(i)	ACT: amendments have been made to the Open competitive tendering allocation for 2012, to include Industry and Indigenous Skills Centres. 2013 allocations include the Priority Support Program, Productivity Places Program - ACT Contribution and Industry and Indigenous Skills Centre. Productivity Places funding has now ceased. For limited competitive tendering, 2013 allocations include the JGTP - NP, JGTP - ACT Contribution and Adult & Community Education. For other allocations, 2012 allocations include VET Skills Reform NP (and Single & Teen Parents NP. 2013 data include VET Skills Reform NP and Single & Teen Parents NP. The user choice allocation increased from 2012 to 2013 due to indexation.									
(j)	The tendering process is open to both public and private providers, except where otherwise noted.									
(k)	The tendering process is restricted to community groups that deliver ACE VET programs.									
(l)	Other' allocations primarily reflects entitlement funding, which has been introduced in some jurisdictions to guarantee government-subsidised training places for initial qualifications at the providers of students' choice.									
	na Not available. .. Not applicable.									

Source: State and Territory departments unpublished; NCVET unpublished, National financial collection.

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
2013										
Number of students by age										
All students	'000	423.2	498.1	201.6	141.4	150.3	29.8	21.9	20.2	1 486.6
15–19 year olds	'000	144.6	105.0	64.7	40.4	28.3	6.6	4.3	4.2	398.0
20–24 year olds	'000	68.7	97.8	38.3	24.8	25.7	5.6	5.1	3.4	269.4
25–64 year olds	'000	198.1	283.0	95.5	74.6	93.0	17.3	12.3	12.2	786.0
15–64 year olds	'000	411.4	485.8	198.6	139.8	147.0	29.5	21.6	19.8	1 453.4
Number of students through recognition of prior learning										
All students	no.	30 277	23 874	19 563	8 607	14 228	1 796	1 766	1 263	101 374
Participation rate by age (f)										
All students	%	5.7	8.7	4.3	5.6	9.0	5.8	5.7	8.5	6.4
15–19 year olds	%	31.2	29.5	21.0	25.3	27.1	19.5	18.0	25.5	27.1
20–24 year olds	%	13.6	23.6	11.5	13.3	22.3	17.7	15.2	17.7	16.4
25–64 year olds	%	5.1	9.2	3.9	5.4	10.6	6.6	5.8	9.0	6.4
15–64 year olds	%	8.4	12.6	6.4	8.1	13.4	9.0	8.0	11.6	9.4
Proportion of students through recognition of prior learning										
All students	%	7.2	4.8	9.7	6.1	9.5	6.0	8.1	6.2	6.8
2012										
Number of students by age										
All students	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
15–19 year olds	'000	151.5	119.7	74.0	43.6	27.1	8.0	4.5	4.9	433.3
20–24 year olds	'000	72.9	100.0	40.9	24.5	20.8	5.8	5.1	3.4	273.4
25–64 year olds	'000	229.0	267.3	119.3	75.3	72.3	17.5	13.9	12.7	807.4
15–64 year olds	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Number of students through recognition of prior learning										
All students	no.	30 026	42 974	23 111	9 568	13 012	2 215	2 820	993	124 719
Participation rate by age (f)										
All students	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	6.8
15–19 year olds	%	32.7	33.7	24.2	27.8	25.8	23.7	18.5	30.4	29.7
20–24 year olds	%	14.5	24.3	12.5	13.5	18.1	18.2	15.3	17.9	16.9
25–64 year olds	%	5.9	8.8	4.9	5.7	8.3	6.6	6.7	9.6	6.7
15–64 year olds	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
Proportion of students through recognition of prior learning										
All students	%	6.4	8.7	9.6	6.6	10.6	7.0	11.8	4.6	8.1
2011										
Number of students by age										
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
15–19 year olds	'000	150.7	108.9	76.4	44.6	24.8	8.5	4.8	5.2	424.0
20–24 year olds	'000	72.5	88.1	43.5	24.3	17.3	5.9	5.4	3.4	260.6
25–64 year olds	'000	228.7	231.1	128.8	74.7	56.1	16.8	13.4	12.6	762.1
15–64 year olds	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Number of students through recognition of prior learning										
All students	no.	32 243	29 752	23 044	9 698	7 988	2 276	2 033	736	107 770
Participation rate by age (f)										
All students	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
15–19 year olds	%	32.7	30.7	25.2	28.9	23.5	25.2	19.3	32.3	29.2
20–24 year olds	%	14.5	21.4	13.5	13.7	15.0	18.2	16.1	17.8	16.2
25–64 year olds	%	6.0	7.8	5.4	5.8	6.5	6.3	6.6	9.7	6.4
15–64 year olds	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Proportion of students through recognition of prior learning										
All students	%	6.9	6.8	9.0	6.6	7.9	7.2	8.5	3.4	7.3
2010										
Number of students by age										
All students	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
15–19 year olds	'000	150.7	88.4	72.2	45.3	26.7	9.1	5.3	5.3	402.9
20–24 year olds	'000	72.0	71.6	41.7	23.8	17.7	5.9	5.5	3.2	241.4
25–64 year olds	'000	229.4	176.7	113.6	70.8	52.2	15.4	13.8	11.9	683.7
15–64 year olds	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Number of students through recognition of prior learning										
All students	no.	29 000	24 056	18 068	8 125	8 404	1 961	2 052	628	92 294
Participation rate by age (f)										
All students	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	6.2
15–19 year olds	%	32.5	24.7	23.9	29.4	25.1	26.5	20.6	32.1	27.6
20–24 year olds	%	14.4	17.3	13.1	13.8	15.4	18.2	16.9	16.2	15.0
25–64 year olds	%	6.0	6.0	4.8	5.7	6.1	5.8	6.9	9.2	5.8
15–64 year olds	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
Proportion of students through recognition of prior learning										
All students	%	6.2	7.0	7.8	5.7	8.5	6.4	8.2	3.0	6.8
2009										
Number of students by age										
All students	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
15–19 year olds	'000	149.0	76.5	72.0	45.0	26.7	8.7	5.3	5.6	388.9
20–24 year olds	'000	68.5	60.0	38.8	22.8	17.2	5.8	5.1	3.1	221.4
25–64 year olds	'000	210.7	160.7	100.3	64.3	50.8	15.2	11.9	11.5	625.3
15–64 year olds	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Number of students through recognition of prior learning										
All students	no.	24 557	19 659	14 868	5 878	7 739	2 115	1 194	357	76 367
Participation rate by age (f)										
All students	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	5.9
15–19 year olds	%	32.0	21.3	24.0	29.2	25.0	25.4	20.8	34.0	26.6
20–24 year olds	%	13.8	14.8	12.4	13.5	15.3	18.2	16.0	16.4	14.0
25–64 year olds	%	5.6	5.6	4.3	5.3	6.0	5.7	6.0	9.1	5.4
15–64 year olds	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
Proportion of students through recognition of prior learning										
All students	%	5.5	6.4	6.9	4.3	7.9	7.0	5.3	1.7	6.0
2008										
Number of students by age										
All students	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
15–19 year olds	'000	150.3	74.8	70.3	44.7	26.7	7.7	5.4	5.5	385.5
20–24 year olds	'000	68.1	59.3	37.6	21.0	16.2	6.1	4.8	3.1	216.2
25–64 year olds	'000	209.2	156.8	99.3	56.5	48.6	17.1	11.1	11.5	609.9
15–64 year olds	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
Number of students through recognition of prior learning										
All students	no.	21 044	12 898	13 725	3 628	5 731	2 115	1 167	446	60 754
Participation rate by age (f)										
All students	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	5.9
15–19 year olds	%	32.3	21.1	24.0	29.4	25.1	22.7	21.3	33.7	26.6
20–24 year olds	%	14.1	15.3	12.4	13.0	14.7	19.2	15.7	16.9	14.2
25–64 year olds	%	5.6	5.6	4.4	4.8	5.8	6.5	5.7	9.4	5.4
15–64 year olds	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Proportion of students through recognition of prior learning										
All students	%	4.7	4.3	6.5	2.9	6.0	6.7	5.4	2.1	4.8
2007										
Number of students by age										
All students	'000	455.0	294.4	208.6	121.3	94.3	30.2	21.8	21.4	1 247.0
15–19 year olds	'000	149.4	72.1	67.6	43.4	26.3	6.9	5.4	5.8	377.0
20–24 year olds	'000	71.1	58.1	38.0	21.2	15.9	6.0	5.0	3.3	218.6
25–64 year olds	'000	215.3	152.8	98.5	53.2	48.1	16.6	11.1	11.5	607.2
15–64 year olds	'000	435.8	283.1	204.0	117.8	90.3	29.6	21.4	20.7	1 202.8
Number of students through recognition of prior learning										
All students	no.	19 706	8 690	11 723	2 670	4 720	1 382	1 027	534	50 452
Participation rate by age (f)										
All students	%	6.7	5.7	5.1	5.8	6.0	6.1	6.4	10.0	6.0
15–19 year olds	%	32.6	20.7	23.7	29.2	25.1	20.5	21.5	36.7	26.5
20–24 year olds	%	15.1	15.5	12.9	13.8	14.6	19.4	16.3	19.0	14.7
25–64 year olds	%	5.9	5.5	4.5	4.7	5.8	6.4	5.8	9.7	5.5
15–64 year olds	%	9.5	8.1	7.4	8.2	8.6	9.1	8.7	13.6	8.6
Proportion of students through recognition of prior learning										
All students	%	4.3	3.0	5.6	2.2	5.0	4.6	4.7	2.5	4.0
2006										
Number of students by age										
All students	'000	469.3	300.9	207.0	110.3	91.5	29.5	21.2	21.0	1 250.7
15–19 year olds	'000	149.6	72.0	62.7	35.5	26.9	6.9	5.0	5.9	364.4
20–24 year olds	'000	73.8	58.9	39.1	20.5	15.1	5.7	5.0	3.5	221.6
25–64 year olds	'000	225.4	145.5	100.1	51.7	43.0	16.1	10.9	11.0	603.8
15–64 year olds	'000	448.8	276.4	201.8	107.8	85.0	28.6	21.0	20.4	1 189.8

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Number of students through recognition of prior learning										
All students	no.	20 548	8 737	10 276	2 739	4 066	1 181	1 147	732	49 426
Participation rate by age (f)										
All students	%	7.0	5.9	5.2	5.4	5.9	6.0	6.3	10.1	6.1
15–19 year olds	%	33.2	21.0	22.7	24.4	26.0	20.4	20.6	38.2	26.2
20–24 year olds	%	15.9	16.3	13.6	13.9	14.2	18.3	16.9	20.5	15.3
25–64 year olds	%	6.3	5.4	4.7	4.7	5.2	6.3	5.9	9.5	5.5
15–64 year olds	%	9.9	8.1	7.5	7.7	8.2	8.9	8.7	13.7	8.6
Proportion of students through recognition of prior learning										
All students	%	4.4	2.9	5.0	2.5	4.4	4.0	5.4	3.5	4.0
2005										
Number of students by age										
All students	'000	455.8	292.4	198.0	108.4	95.6	28.5	20.1	20.3	1 219.1
15–19 year olds	'000	110.1	71.9	58.0	34.7	29.0	6.5	4.8	5.4	320.2
20–24 year olds	'000	74.1	58.1	37.6	19.7	15.6	5.5	4.7	3.0	218.3
25–64 year olds	'000	244.1	147.9	97.3	51.4	44.2	15.9	10.4	10.8	622.0
15–64 year olds	'000	428.2	277.9	192.8	105.8	88.7	27.9	20.0	19.2	1 160.5
Number of students through recognition of prior learning										
All students	no.	23 802	7 939	7 209	2 255	3 803	916	1 286	898	48 108
Participation rate by age (f)										
All students	%	6.8	5.9	5.1	5.4	6.2	5.9	6.1	9.9	6.0
15–19 year olds	%	24.6	21.2	21.4	23.9	28.0	19.3	19.6	35.6	23.2
20–24 year olds	%	16.1	16.5	13.4	13.7	15.0	17.9	16.0	18.1	15.4
25–64 year olds	%	6.8	5.5	4.7	4.7	5.4	6.2	5.7	9.5	5.8
15–64 year olds	%	9.6	8.3	7.3	7.7	8.7	8.7	8.4	13.2	8.5

TABLE 5A.9

Table 5A.9 VET participation by age group (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
Proportion of students through recognition of prior learning										
All students	%	5.2	2.7	3.6	2.1	4.0	3.2	6.4	4.4	3.9
2004										
Number of students by age										
All students	'000	411.3	305.5	183.3	105.6	93.5	26.8	19.9	19.1	1 165.0
15–19 year olds	'000	105.1	70.9	54.0	34.0	30.0	6.2	4.7	3.8	308.7
20–24 year olds	'000	69.8	58.5	35.1	18.8	15.3	5.0	4.6	2.9	210.1
25–64 year olds	'000	214.4	161.5	88.6	50.2	42.5	14.9	10.4	11.4	593.9
15–64 year olds	'000	389.4	290.8	177.8	103.0	87.8	26.1	19.7	18.1	1 112.7
Number of students through recognition of prior learning										
All students	no.	27 373	8 009	3 054	2 556	4 387	911	2 593	1 125	50 008
Participation rate by age (f)										
All students	%	6.2	6.2	4.8	5.3	6.1	5.5	6.1	9.4	5.8
15–19 year olds	%	23.5	21.2	20.3	23.7	29.0	18.3	19.0	25.8	22.6
20–24 year olds	%	15.5	17.0	13.0	13.5	15.1	16.7	16.1	18.0	15.2
25–64 year olds	%	6.1	6.1	4.3	4.7	5.3	5.9	5.7	10.2	5.6
15–64 year olds	%	8.8	8.8	6.9	7.6	8.7	8.2	8.4	12.7	8.3
Proportion of students through recognition of prior learning										
All students	%	6.7	2.6	1.7	2.4	4.7	3.4	13.0	5.9	4.3

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(c) Data for South Australia include VET in Schools which has been assessed by TAFE.

(d) In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.

TABLE 5A.9

Table 5A.9 **VET participation by age group (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT (e)</i>	<i>Aust</i>
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(e) The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.

(f) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group.

Source: NCVET National provider collection (unpublished); ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra.

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Number of students by age										
All students total	'000	423.2	498.1	201.6	141.4	150.3	29.8	21.9	20.2	1 486.6
18–24 year olds	'000	123.1	163.6	65.6	42.8	40.7	9.3	7.9	5.1	458.2
20–64 year olds	'000	266.8	380.8	133.9	99.4	118.7	22.9	17.4	15.6	1 055.4
15–64 year olds	'000	411.4	485.8	198.6	139.8	147.0	29.5	21.6	19.8	1 453.4
Aboriginal and Torres Strait Islander students total	'000	29.0	6.9	12.4	11.8	5.1	1.5	0.9	8.7	76.4
18–24 year olds	'000	9.3	2.7	4.2	3.5	1.7	0.6	0.4	2.1	24.4
20–64 year olds	'000	17.1	4.8	8.0	8.5	3.7	1.0	0.6	6.7	50.4
15–64 year olds	'000	28.4	6.8	12.2	11.7	5.0	1.5	0.9	8.5	74.9
Non-Indigenous students total	'000	385.5	484.0	168.4	117.1	140.9	27.9	20.8	11.4	1 356.0
18–24 year olds	'000	112.8	158.9	55.6	36.7	38.1	8.5	7.5	3.0	421.2
20–64 year olds	'000	244.1	370.7	112.9	81.3	111.5	21.5	16.6	8.8	967.4
15–64 year olds	'000	376.2	472.2	166.0	115.8	137.9	27.5	20.6	11.2	1 327.4
Participation rate by age (e)										
All students total	%	5.7	8.7	4.3	5.6	9.0	5.8	5.7	8.5	6.4
18–24 year olds	%	17.6	29.0	14.3	17.0	25.7	20.6	18.1	19.6	20.4
20–64 year olds	%	6.0	10.9	4.8	6.4	12.0	7.8	7.1	10.1	7.6
15–64 year olds	%	8.4	12.6	6.4	8.1	13.4	9.0	8.0	11.6	9.4
Aboriginal and Torres Strait Islander students total	%	13.4	14.0	6.3	12.8	13.1	5.8	13.2	12.3	10.9
18–24 year olds	%	31.3	37.4	15.6	27.8	31.2	17.8	29.9	21.9	25.4
20–64 year olds	%	16.0	18.9	8.2	17.6	18.6	7.9	16.4	17.0	14.2
15–64 year olds	%	21.5	22.4	10.2	20.2	20.8	9.5	19.4	18.3	17.4
Non-Indigenous students total	%	5.4	8.5	3.8	4.8	8.6	5.7	5.5	6.8	6.0
18–24 year olds	%	16.9	28.6	12.8	15.4	24.9	20.4	17.6	18.2	19.6
20–64 year olds	%	5.7	10.7	4.2	5.4	11.5	7.6	6.9	7.6	7.1
15–64 year olds	%	7.9	12.4	5.6	7.0	12.9	8.8	7.8	9.0	8.9

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students by age										
All students total	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3
18–24 year olds	'000	131.1	172.2	71.5	42.6	34.2	9.9	8.1	5.2	475.0
20–64 year olds	'000	301.9	367.4	160.2	99.8	93.2	23.3	19.0	16.1	1 080.8
15–64 year olds	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
Aboriginal and Torres Strait Islander students total	'000	29.3	6.2	15.6	12.3	5.7	1.6	0.8	9.4	80.9
18–24 year olds	'000	9.0	2.4	4.9	3.5	1.7	0.6	0.3	2.2	24.6
20–64 year olds	'000	17.2	4.1	10.1	8.8	4.0	1.0	0.5	7.0	52.8
15–64 year olds	'000	28.6	6.1	15.4	12.2	5.6	1.6	0.8	9.0	79.1
Non-Indigenous students total	'000	422.7	480.6	197.0	112.1	113.3	29.5	21.1	12.2	1 388.5
18–24 year olds	'000	120.3	167.3	59.4	35.9	31.6	9.2	7.1	3.0	433.8
20–64 year olds	'000	273.6	356.9	133.2	76.7	85.8	21.9	17.1	8.9	974.0
15–64 year olds	'000	412.2	473.3	193.3	111.0	110.8	29.2	20.8	11.8	1 362.5
Participation rate by age (e)										
All students total	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	6.8
18–24 year olds	%	19.0	30.8	15.8	17.4	21.7	22.0	18.4	20.5	21.4
20–64 year olds	%	6.9	10.7	5.8	6.6	9.4	7.8	7.9	10.6	7.9
15–64 year olds	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
Aboriginal and Torres Strait Islander students total	%	13.8	12.7	8.1	13.7	15.0	6.5	12.2	13.4	11.8
18–24 year olds	%	32.1	34.1	19.0	28.9	33.2	18.0	24.8	23.2	26.7
20–64 year olds	%	16.6	17.0	10.7	18.9	20.5	8.1	14.9	18.3	15.4
15–64 year olds	%	22.2	20.6	13.2	21.7	23.6	10.7	18.3	19.9	18.9
Non-Indigenous students total	%	6.0	8.6	4.5	4.8	7.0	6.1	5.7	7.4	6.3
18–24 year olds	%	18.2	30.3	13.9	15.4	20.7	22.0	16.4	18.7	20.4
20–64 year olds	%	6.4	10.5	5.0	5.2	8.9	7.7	7.2	7.9	7.3
15–64 year olds	%	8.8	12.6	6.6	6.9	10.4	9.2	8.0	9.6	9.2

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Number of students by age										
All students total	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
18–24 year olds	'000	131.6	153.9	75.5	42.5	29.5	10.2	8.5	5.4	457.2
20–64 year olds	'000	301.2	319.2	172.3	99.0	73.4	22.7	18.8	16.1	1 022.7
15–64 year olds	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Aboriginal and Torres Strait Islander students total	'000	28.7	5.6	16.3	12.3	4.7	1.6	0.6	10.0	79.8
18–24 year olds	'000	8.7	2.1	5.2	3.5	1.4	0.6	0.2	2.3	24.1
20–64 year olds	'000	17.1	3.8	10.7	8.4	3.3	1.0	0.4	7.5	52.2
15–64 year olds	'000	27.8	5.5	15.9	12.0	4.6	1.6	0.6	9.6	77.7
Non-Indigenous students total	'000	420.0	416.7	200.2	110.1	91.6	29.1	18.5	11.7	1 297.9
18–24 year olds	'000	121.0	147.7	61.6	34.5	26.9	9.5	6.6	3.0	410.7
20–64 year olds	'000	271.9	304.4	140.5	73.8	65.9	21.0	14.7	8.4	900.7
15–64 year olds	'000	410.2	408.8	195.8	108.4	88.7	28.7	18.3	11.4	1 270.5
Participation rate by age (e)										
All students total	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
18–24 year olds	%	19.2	27.5	17.0	17.7	18.6	22.4	18.8	20.9	20.7
20–64 year olds	%	6.9	9.4	6.4	6.8	7.5	7.6	7.9	10.7	7.5
15–64 year olds	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6
Aboriginal and Torres Strait Islander students total	%	13.7	11.8	8.6	13.9	12.7	6.6	10.4	14.5	11.9
18–24 year olds	%	32.0	31.0	21.5	29.6	27.6	18.5	22.6	24.8	27.1
20–64 year olds	%	16.8	16.4	11.6	18.4	17.4	8.1	12.9	20.0	15.6
15–64 year olds	%	22.3	19.3	14.2	21.8	20.2	10.8	15.6	21.8	19.1
Non-Indigenous students total	%	6.0	7.6	4.7	4.9	5.7	6.0	5.1	7.2	6.0
18–24 year olds	%	18.4	26.7	14.7	15.1	17.5	22.3	15.1	18.5	19.4
20–64 year olds	%	6.4	9.0	5.4	5.2	6.9	7.3	6.3	7.5	6.8
15–64 year olds	%	8.8	11.0	6.8	7.0	8.3	9.0	7.1	9.4	8.7

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
Number of students by age										
All students total	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3
18–24 year olds	'000	131.9	126.2	73.2	41.9	30.4	10.5	8.8	5.1	428.0
20–64 year olds	'000	301.4	248.4	155.3	94.7	69.9	21.3	19.3	15.1	925.2
15–64 year olds	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Aboriginal and Torres Strait Islander students total	'000	28.1	4.8	14.5	11.5	4.7	1.4	0.7	9.1	74.8
18–24 year olds	'000	8.0	1.8	4.5	3.3	1.5	0.5	0.2	2.1	21.8
20–64 year olds	'000	16.1	3.3	9.6	7.8	3.3	0.8	0.4	6.6	47.8
15–64 year olds	'000	26.8	4.8	14.1	11.1	4.6	1.4	0.7	8.8	72.3
Non-Indigenous students total	'000	420.1	327.4	183.9	107.0	82.1	28.1	19.3	11.8	1 179.7
18–24 year olds	'000	121.6	121.2	60.7	33.9	24.7	9.7	6.9	3.0	381.8
20–64 year olds	'000	272.2	236.2	124.4	71.1	58.7	19.5	14.9	8.3	805.2
15–64 year olds	'000	410.0	321.1	180.7	105.3	80.1	27.7	19.1	11.4	1 155.5
Participation rate by age (e)										
All students total	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	6.2
18–24 year olds	%	19.1	22.5	16.6	17.7	19.1	22.9	19.9	19.4	19.4
20–64 year olds	%	7.0	7.4	5.8	6.7	7.2	7.1	8.3	10.1	6.9
15–64 year olds	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
Aboriginal and Torres Strait Islander students total	%	13.7	10.5	7.8	13.3	12.9	5.9	11.2	13.4	11.4
18–24 year olds	%	31.0	28.6	19.4	28.2	29.2	17.0	21.2	22.0	25.5
20–64 year olds	%	16.3	14.5	10.8	17.5	17.8	7.2	13.6	18.0	14.7
15–64 year olds	%	22.1	17.3	13.0	20.9	20.8	9.8	17.0	20.1	18.3
Non-Indigenous students total	%	6.1	6.0	4.4	4.9	5.2	5.8	5.4	7.3	5.5
18–24 year olds	%	18.3	21.8	14.5	15.1	16.1	22.6	16.0	17.9	18.0
20–64 year olds	%	6.5	7.1	4.8	5.2	6.1	6.8	6.5	7.4	6.2
15–64 year olds	%	8.8	8.7	6.3	6.9	7.6	8.7	7.5	9.4	8.0

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Number of students by age										
All students total	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1
18–24 year olds	'000	127.6	107.1	68.4	40.5	29.6	10.3	8.5	5.0	397.1
20–64 year olds	'000	279.2	220.7	139.1	87.1	68.0	21.0	16.9	14.6	846.6
15–64 year olds	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
Aboriginal and Torres Strait Islander students total	'000	24.9	4.4	13.1	10.2	4.0	1.2	0.5	9.3	67.7
18–24 year olds	'000	6.6	1.5	3.8	2.8	1.2	0.5	0.2	2.1	18.6
20–64 year olds	'000	13.9	3.0	8.2	6.8	2.7	0.8	0.4	6.5	42.2
15–64 year olds	'000	23.3	4.3	12.8	9.9	3.9	1.2	0.5	8.9	64.8
Non-Indigenous students total	'000	401.3	291.1	166.9	96.5	78.3	27.7	19.2	11.4	1 092.5
18–24 year olds	'000	118.4	102.8	56.8	32.3	24.3	9.6	7.6	2.9	354.8
20–64 year olds	'000	253.8	209.8	109.8	61.8	54.3	19.3	14.4	7.9	731.1
15–64 year olds	'000	389.3	283.2	163.8	95.0	75.7	27.4	19.1	11.0	1 064.6
Participation rate by age (e)										
All students total	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	5.9
18–24 year olds	%	18.5	19.2	15.7	17.4	18.8	22.5	19.8	19.4	18.2
20–64 year olds	%	6.6	6.7	5.3	6.3	7.1	7.1	7.4	10.1	6.4
15–64 year olds	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4
Aboriginal and Torres Strait Islander students total	%	12.4	9.8	7.3	12.0	11.3	5.2	8.9	13.8	10.5
18–24 year olds	%	26.5	25.4	17.0	25.0	23.9	14.9	17.4	22.5	22.5
20–64 year olds	%	14.5	14.0	9.5	15.7	15.3	6.9	12.9	18.0	13.4
15–64 year olds	%	19.8	16.2	12.1	19.0	18.2	8.8	13.8	20.8	16.9
Non-Indigenous students total	%	5.9	5.5	4.0	4.5	5.0	5.8	5.5	7.2	5.2
18–24 year olds	%	17.8	18.6	13.8	14.6	16.0	22.4	18.1	17.3	16.9
20–64 year olds	%	6.1	6.4	4.3	4.6	5.7	6.8	6.4	7.2	5.7
15–64 year olds	%	8.5	7.8	5.8	6.4	7.2	8.7	7.6	9.3	7.5

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Number of students by age										
All students total	'000	447.5	301.7	212.3	126.3	95.4	31.3	21.6	20.8	1 257.0
18–24 year olds	'000	126.5	104.8	65.8	38.2	28.2	10.4	8.1	5.1	387.2
20–64 year olds	'000	277.3	216.0	137.0	77.4	64.8	23.1	15.9	14.6	826.1
15–64 year olds	'000	427.6	290.9	207.3	122.1	91.4	30.9	21.4	20.1	1 211.6
Aboriginal and Torres Strait Islander students total	'000	24.9	4.4	12.7	9.3	4.2	1.2	0.4	9.8	67.0
18–24 year olds	'000	6.5	1.5	3.6	2.5	1.2	0.4	0.2	2.4	18.2
20–64 year olds	'000	14.1	3.0	7.8	6.3	2.8	0.9	0.3	7.0	42.2
15–64 year olds	'000	23.2	4.3	12.3	9.0	4.1	1.2	0.4	9.4	63.9
Non-Indigenous students total	'000	398.1	284.3	169.1	89.5	82.9	29.4	19.3	10.9	1 083.5
18–24 year olds	'000	117.2	100.1	56.8	30.7	25.4	9.8	7.6	2.7	350.2
20–64 year olds	'000	250.9	203.2	111.3	55.7	56.7	21.7	14.2	7.5	721.2
15–64 year olds	'000	385.6	274.7	166.2	87.8	79.9	29.0	19.2	10.5	1 052.9
Participation rate by age (e)										
All students total	%	6.4	5.7	5.0	5.8	6.0	6.3	6.2	9.5	5.9
18–24 year olds	%	18.8	19.5	15.7	17.1	18.4	23.1	19.4	20.3	18.3
20–64 year olds	%	6.6	6.7	5.4	5.8	6.8	7.9	7.1	10.4	6.4
15–64 year olds	%	9.2	8.2	7.3	8.2	8.6	9.5	8.6	12.8	8.4
Aboriginal and Torres Strait Islander students total	%	12.7	10.1	7.2	11.2	12.1	5.3	7.8	14.6	10.6
18–24 year olds	%	27.3	26.6	16.8	22.9	25.0	14.8	18.7	25.2	22.9
20–64 year olds	%	15.0	14.7	9.4	14.9	16.5	7.8	11.2	19.9	13.8
15–64 year olds	%	20.2	16.7	12.1	17.7	19.4	8.8	12.5	22.3	17.1
Non-Indigenous students total	%	5.9	5.5	4.2	4.3	5.3	6.2	5.6	7.1	5.3
18–24 year olds	%	18.1	18.9	14.3	14.4	17.1	23.2	18.5	17.2	17.2
20–64 year olds	%	6.1	6.4	4.5	4.3	6.1	7.7	6.4	7.1	5.7
15–64 year olds	%	8.5	7.8	6.0	6.1	7.7	9.2	7.8	9.2	7.5

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007										
Number of students by age										
All students total	'000	455.0	294.4	208.6	121.3	94.3	30.2	21.8	21.4	1 247.0
18–24 year olds	'000	130.0	103.2	66.0	39.1	27.7	10.2	8.5	5.3	389.9
20–64 year olds	'000	286.5	211.0	136.5	74.4	63.9	22.7	16.1	14.9	825.9
15–64 year olds	'000	435.8	283.1	204.0	117.8	90.3	29.6	21.4	20.7	1 202.8
Aboriginal and Torres Strait Islander students total	'000	22.3	4.0	13.2	9.5	4.1	1.2	0.4	10.2	64.8
18–24 year olds	'000	6.0	1.3	3.7	2.6	1.2	0.5	0.1	2.5	17.9
20–64 year olds	'000	13.3	2.6	8.5	6.3	2.7	0.8	0.3	7.4	42.0
15–64 year olds	'000	21.3	3.9	12.7	9.1	4.0	1.1	0.4	9.9	62.4
Non-Indigenous students total	'000	395.7	277.9	173.9	88.5	80.4	28.5	19.7	11.1	1 075.7
18–24 year olds	'000	117.4	98.3	58.3	31.9	24.7	9.6	8.1	2.8	351.1
20–64 year olds	'000	250.6	199.2	114.0	54.2	55.4	21.4	14.5	7.4	716.7
15–64 year olds	'000	383.3	267.8	170.8	87.1	77.7	27.9	19.6	10.7	1 044.9
Participation rate by age (e)										
All students total	%	6.7	5.7	5.1	5.8	6.0	6.1	6.4	10.0	6.0
18–24 year olds	%	19.9	20.0	16.2	18.3	18.3	23.1	20.5	22.5	19.0
20–64 year olds	%	7.0	6.7	5.5	5.8	6.8	7.8	7.3	10.9	6.5
15–64 year olds	%	9.5	8.1	7.4	8.2	8.6	9.1	8.7	13.6	8.6
Aboriginal and Torres Strait Islander students total	%	11.6	9.5	7.7	11.6	12.1	5.2	7.4	15.4	10.5
18–24 year olds	%	26.3	25.5	17.9	24.6	26.2	15.9	15.4	27.3	23.3
20–64 year olds	%	14.6	13.2	10.4	15.5	16.4	7.6	10.4	21.4	14.1
15–64 year olds	%	19.1	15.7	12.9	18.5	19.5	8.8	11.9	23.7	17.2
Non-Indigenous students total	%	6.0	5.4	4.4	4.4	5.2	6.0	5.8	7.5	5.3
18–24 year olds	%	18.6	19.2	15.1	15.7	16.8	23.2	20.0	19.4	17.8
20–64 year olds	%	6.2	6.4	4.7	4.3	6.0	7.7	6.6	7.3	5.8
15–64 year olds	%	8.6	7.7	6.4	6.3	7.6	9.0	8.1	9.7	7.6

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006										
Number of students by age										
All students total	'000	469.3	300.9	207.0	110.3	91.5	29.5	21.2	21.0	1 250.7
18–24 year olds	'000	134.1	105.1	67.8	38.4	26.6	10.0	8.4	5.6	395.9
20–64 year olds	'000	299.2	204.4	139.2	72.3	58.1	21.8	16.0	14.5	825.4
15–64 year olds	'000	448.8	276.4	201.8	107.8	85.0	28.6	21.0	20.4	1 189.8
Aboriginal and Torres Strait Islander students total	'000	20.9	3.7	12.0	9.4	4.5	1.1	0.4	10.2	62.1
18–24 year olds	'000	5.8	1.2	3.5	2.6	1.3	0.4	0.1	2.5	17.4
20–64 year olds	'000	12.8	2.5	7.9	6.4	2.9	0.7	0.3	7.0	40.6
15–64 year olds	'000	20.1	3.5	11.6	9.0	4.3	1.1	0.4	9.8	59.7
Non-Indigenous students total	'000	387.4	265.5	173.8	81.3	75.1	27.7	19.4	10.7	1 040.9
18–24 year olds	'000	116.8	97.4	60.0	30.4	23.5	9.3	8.0	3.0	348.5
20–64 year olds	'000	245.1	188.3	116.6	52.5	49.7	20.6	14.5	7.3	694.6
15–64 year olds	'000	374.8	255.0	170.2	80.1	72.2	27.0	19.3	10.4	1 009.0
Participation rate by age (e)										
All students total	%	7.0	5.9	5.2	5.4	5.9	6.0	6.3	10.1	6.1
18–24 year olds	%	20.8	21.0	17.1	18.6	17.9	22.7	20.8	24.5	19.8
20–64 year olds	%	7.4	6.6	5.7	5.8	6.2	7.6	7.4	10.9	6.7
15–64 year olds	%	9.9	8.1	7.5	7.7	8.2	8.9	8.7	13.7	8.6
Aboriginal and Torres Strait Islander students total	%	11.1	9.1	7.2	11.7	13.6	5.0	8.2	15.5	10.3
18–24 year olds	%	26.2	25.7	17.6	25.5	30.1	15.6	16.8	27.2	23.6
20–64 year olds	%	14.2	12.8	9.9	16.2	18.0	7.0	14.3	20.8	13.9
15–64 year olds	%	18.5	14.8	12.1	18.8	21.6	8.4	14.1	23.9	16.9
Non-Indigenous students total	%	5.9	5.3	4.5	4.1	4.9	5.9	5.9	7.4	5.2
18–24 year olds	%	18.8	19.6	15.9	15.5	16.3	22.7	20.1	22.5	18.1
20–64 year olds	%	6.2	6.2	5.0	4.3	5.4	7.4	6.8	7.4	5.7
15–64 year olds	%	8.5	7.5	6.5	5.9	7.1	8.7	8.1	9.7	7.5

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005										
Number of students by age										
All students total	'000	455.8	292.4	198.0	108.4	95.6	28.5	20.1	20.3	1 219.1
18–24 year olds	'000	132.0	105.3	66.6	37.8	27.9	9.5	8.1	4.9	392.1
20–64 year olds	'000	318.2	206.0	134.8	71.1	59.8	21.4	15.1	13.8	840.3
15–64 year olds	'000	428.2	277.9	192.8	105.8	88.7	27.9	20.0	19.2	1 160.5
Aboriginal and Torres Strait Islander students total	'000	18.3	3.6	11.6	9.5	4.0	1.0	0.3	9.2	57.4
18–24 year olds	'000	5.2	1.1	3.5	2.5	1.1	0.4	0.1	2.1	16.1
20–64 year olds	'000	11.9	2.5	8.0	6.7	2.5	0.7	0.2	6.2	38.5
15–64 year olds	'000	17.3	3.4	11.2	9.1	3.8	1.0	0.3	8.7	54.8
Non-Indigenous students total	'000	351.8	265.8	166.4	79.1	77.6	26.6	18.5	10.9	996.7
18–24 year olds	'000	112.0	96.7	58.9	29.6	24.6	8.8	7.7	2.8	341.1
20–64 year olds	'000	244.0	187.9	112.7	51.0	50.8	20.1	13.8	7.5	687.7
15–64 year olds	'000	336.7	253.7	162.9	77.8	74.4	26.1	18.4	10.3	960.3
Participation rate by age (e)										
All students total	%	6.8	5.9	5.1	5.4	6.2	5.9	6.1	9.9	6.0
18–24 year olds	%	20.7	21.5	17.2	18.8	19.1	21.6	20.2	21.9	19.9
20–64 year olds	%	7.9	6.8	5.7	5.8	6.5	7.5	7.1	10.6	6.9
15–64 year olds	%	9.6	8.3	7.3	7.7	8.7	8.7	8.4	13.2	8.5
Aboriginal and Torres Strait Islander students total	%	9.9	9.0	7.2	12.1	12.3	4.8	6.6	14.3	9.8
18–24 year olds	%	24.4	26.6	18.3	25.7	26.4	14.7	19.8	23.5	22.7
20–64 year olds	%	13.5	13.1	10.3	17.2	16.0	6.7	10.7	18.8	13.6
15–64 year olds	%	16.4	15.0	12.0	19.4	19.8	8.0	11.6	21.8	16.0
Non-Indigenous students total	%	5.4	5.4	4.4	4.1	5.2	5.7	5.7	7.7	5.1
18–24 year olds	%	18.2	19.9	16.0	15.4	17.3	21.5	19.5	20.5	18.0
20–64 year olds	%	6.2	6.2	4.9	4.3	5.6	7.3	6.6	7.7	5.8
15–64 year olds	%	7.7	7.6	6.4	5.9	7.4	8.5	7.8	9.7	7.3

TABLE 5A.10

Table 5A.10 VET participation by target age group and Indigenous status (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004										
Number of students by age										
All students total	'000	411.3	305.5	183.3	105.6	93.5	26.8	19.9	19.1	1 165.0
18–24 year olds	'000	125.6	106.3	63.6	36.5	27.9	8.9	8.0	4.6	381.3
20–64 year olds	'000	284.2	220.0	123.8	69.0	57.8	19.9	15.0	14.3	804.0
15–64 year olds	'000	389.4	290.8	177.8	103.0	87.8	26.1	19.7	18.1	1 112.7
Aboriginal and Torres Strait Islander students total	'000	15.8	3.4	10.9	9.1	3.6	0.9	0.3	8.4	52.3
18–24 year olds	'000	4.4	1.0	3.4	2.4	1.0	0.4	0.1	2.1	14.8
20–64 year olds	'000	10.3	2.3	7.4	6.4	2.4	0.6	0.2	6.1	35.8
15–64 year olds	'000	15.2	3.2	10.5	8.7	3.5	0.9	0.3	8.0	50.1
Non-Indigenous students total	'000	316.8	271.7	158.2	76.3	75.3	24.9	18.4	10.5	952.1
18–24 year olds	'000	104.3	95.9	57.7	27.9	24.4	8.3	7.5	2.5	328.6
20–64 year olds	'000	220.3	196.0	105.9	49.0	47.9	18.6	13.9	8.1	659.7
15–64 year olds	'000	304.6	259.8	154.8	74.8	72.6	24.3	18.3	10.0	919.1
Participation rate by age (e)										
All students total	%	6.2	6.2	4.8	5.3	6.1	5.5	6.1	9.4	5.8
18–24 year olds	%	19.9	22.1	16.8	18.5	19.4	20.6	20.2	20.8	19.7
20–64 year olds	%	7.1	7.4	5.4	5.7	6.4	7.0	7.1	11.2	6.7
15–64 year olds	%	8.8	8.8	6.9	7.6	8.7	8.2	8.4	12.7	8.3
Aboriginal and Torres Strait Islander students total	%	8.7	8.7	6.9	11.8	11.6	4.5	6.5	13.3	9.1
18–24 year olds	%	21.8	25.5	18.1	25.5	25.3	14.9	22.1	23.5	21.7
20–64 year olds	%	12.0	12.4	9.9	17.1	15.7	6.0	10.4	19.2	13.0
15–64 year olds	%	14.7	14.4	11.6	19.1	19.0	7.7	11.7	20.4	15.1
Non-Indigenous students total	%	4.9	5.6	4.3	4.0	5.0	5.4	5.7	7.5	4.9
18–24 year olds	%	17.1	20.1	16.0	14.9	17.5	20.2	19.3	18.8	17.6
20–64 year olds	%	5.6	6.6	4.7	4.2	5.4	6.8	6.7	8.4	5.6
15–64 year olds	%	7.0	7.9	6.2	5.7	7.3	8.0	7.9	9.6	7.0

TABLE 5A.10

Table 5A.10 **VET participation by target age group and Indigenous status (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 - 5.0%; 2013 - 3.6%.
- (c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (d) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (e) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.

Source: NCVET unpublished, National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0 (table 2A.12).

TABLE 5A.11

Table 5A.11 VET participation of people aged 15–64 years, by sex (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
2013										
Number of students										
Male students	'000	196.3	259.8	106.0	77.8	71.3	14.6	11.2	10.7	747.7
Female students	'000	214.8	225.5	92.3	62.0	74.8	14.9	10.5	9.0	703.6
All 15–64 year old students	'000	411.4	485.8	198.6	139.8	147.0	29.5	21.6	19.8	1 453.4
Participation rate (h)										
Male students	%	8.0	13.6	6.8	8.9	13.0	8.9	8.3	11.9	9.7
Female students	%	8.8	11.7	5.9	7.4	13.7	9.0	7.8	11.2	9.1
All 15–64 year old students	%	8.4	12.6	6.4	8.1	13.4	9.0	8.0	11.6	9.4
2012										
Number of students										
Male students	'000	215.1	251.4	123.1	79.4	58.4	15.4	11.6	11.8	766.2
Female students	'000	237.8	235.2	110.6	64.0	61.2	15.9	11.8	9.2	745.7
All 15–64 year old students	'000	453.4	487.1	234.2	143.4	120.3	31.3	23.5	21.0	1 514.1
Participation rate (h)										
Male students	%	8.9	13.3	8.1	9.4	10.7	9.3	8.8	13.3	10.1
Female students	%	9.8	12.4	7.2	7.8	11.2	9.6	8.9	11.5	9.8
All 15–64 year old students	%	9.4	12.8	7.7	8.6	11.0	9.5	8.8	12.5	10.0
2011										
Number of students										
Male students	'000	215.0	218.8	131.8	77.9	49.1	15.8	11.6	12.3	732.3
Female students	'000	236.4	208.2	116.2	65.7	48.7	15.1	11.9	9.0	711.3
All 15–64 year old students	'000	451.9	428.1	248.7	143.7	98.2	31.2	23.6	21.3	1 446.7
Participation rate (h)										
Male students	%	9.0	11.7	8.8	9.5	9.0	9.5	8.8	14.0	9.7
Female students	%	9.8	11.1	7.7	8.3	9.0	9.1	9.1	11.4	9.5
All 15–64 year old students	%	9.4	11.4	8.3	8.9	9.0	9.4	9.0	12.8	9.6

TABLE 5A.11

Table 5A.11 VET participation of people aged 15–64 years, by sex (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
2010										
Number of students										
Male students	'000	215.9	175.1	123.2	76.9	49.9	15.4	11.7	11.8	679.9
Female students	'000	235.5	160.4	103.7	63.1	46.5	14.7	12.7	8.5	645.1
All 15–64 year old students	'000	452.0	336.7	227.5	140.0	96.5	30.4	24.6	20.4	1 328.1
Participation rate (h)										
Male students	%	9.0	9.5	8.3	9.6	9.2	9.3	9.1	13.7	9.1
Female students	%	9.9	8.7	7.0	8.2	8.6	8.8	9.8	10.8	8.7
All 15–64 year old students	%	9.5	9.1	7.7	8.9	8.9	9.1	9.5	12.4	8.9
2009										
Number of students										
Male students	'000	206.1	156.5	113.8	73.0	47.7	15.3	11.2	11.6	635.1
Female students	'000	221.4	139.8	96.7	59.1	46.9	14.2	11.0	8.7	597.7
All 15–64 year old students	'000	428.2	297.2	211.1	132.1	94.7	29.7	22.2	20.3	1 235.5
Participation rate (h)										
Male students	%	8.7	8.6	7.8	9.3	8.9	9.3	8.8	13.6	8.6
Female students	%	9.4	7.7	6.6	7.8	8.8	8.6	8.6	11.2	8.2
All 15–64 year old students	%	9.1	8.2	7.2	8.6	8.8	9.0	8.8	12.5	8.4

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) The sum of male and female students may not add up to the total number of all 15–64 year old students due to students who did not identify their sex.

(c) Development of a unique student identifier is in progress across jurisdictions and it is anticipated that this development will minimise duplicate counting of students enrolled in multiple courses or training providers, leading to a reduction in the reported participation rate over time.

(d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(e) Data for South Australia include VET in Schools which has been assessed by TAFE.

Table 5A.11 **VET participation of people aged 15–64 years, by sex (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT (g)</i>	<i>Aust</i>
(f)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									
(g)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.									
(h)	The participation rate is the number of 15–64 year old students participating in VET expressed as a proportion of the population aged 15–64 years.									

Source: NCVET unpublished, National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra.

TABLE 5A.12

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
2013											
Number of students											
Major cities	'000	256.9	343.0	111.6	94.7	101.5	–	17.9	–	925.6	925.6
Inner regional	'000	111.3	121.8	46.3	16.5	18.3	19.2	–	–	333.5	333.5
Outer regional	'000	44.4	27.2	33.6	14.9	21.1	9.6	–	9.8	160.7	160.7
Remote and very remote	'000	5.8	0.5	10.2	15.1	6.6	1.3	–	9.2	48.6	48.7
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	18.2
Total (k)	'000	423.2	498.1	201.6	141.4	150.3	29.8	21.9	20.2	1 486.6	1 486.6
Participation rate (l)											
Major cities	%	4.7	7.8	3.9	4.9	8.3	–	4.7	–	..	5.7
Inner regional	%	7.8	11.1	4.9	7.2	10.1	5.7	4.9	–	..	7.9
Outer regional	%	10.0	11.1	4.9	7.9	10.4	5.8	–	7.2	..	7.8
Remote and very remote	%	14.6	11.1	7.4	8.8	10.9	12.2	–	8.8	..	9.1
All students	%	5.7	8.7	4.3	5.6	9.0	5.8	5.7	8.5	..	6.4
2012											
Number of students											
Major cities	'000	270.1	339.3	130.6	98.6	84.4	–	19.6	–	942.6	942.6
Inner regional	'000	121.2	124.2	58.2	16.6	16.5	20.2	–	–	357.0	357.1
Outer regional	'000	48.5	29.1	41.7	15.5	18.4	10.7	–	10.3	174.2	174.2
Remote and very remote	'000	6.4	0.5	13.3	16.1	5.6	1.6	–	10.5	54.0	54.0
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	19.4
Total (k)	'000	466.8	495.0	239.7	145.3	123.3	31.7	23.8	21.7	1 547.3	1 547.3

TABLE 5A.12

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
Participation rate (l)											
Major cities	%	5.0	7.9	4.6	5.3	7.0	–	5.2	–	..	5.9
Inner regional	%	8.6	11.5	6.3	7.6	9.2	6.0	7.1	–	..	8.6
Outer regional	%	10.9	11.9	6.2	8.4	9.1	6.4	–	7.8	..	8.5
Remote and very remote	%	16.2	9.7	9.5	9.6	9.2	15.3	–	10.2	..	10.2
All students	%	6.4	8.8	5.3	6.0	7.4	6.2	6.4	9.3	..	6.8
2011											
Number of students											
Major cities	'000	278.0	294.0	136.5	98.9	57.6	–	19.6	–	884.6	884.6
Inner regional	'000	121.4	111.9	61.1	16.3	11.8	19.8	0.1	–	342.4	342.4
Outer regional	'000	47.9	27.4	43.1	15.5	14.4	10.5	–	9.8	168.5	168.5
Remote and very remote	'000	6.2	0.5	13.6	15.7	4.1	1.6	–	12.0	53.8	53.8
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	–	–	–	–	–	–	–	–	–	34.4
Total (k)	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7	1 483.7
Participation rate (l)											
Major cities	%	5.2	7.0	4.9	5.5	4.8	–	5.3	–	..	5.6
Inner regional	%	8.7	10.4	6.7	7.7	6.6	5.9	8.9	–	..	8.3
Outer regional	%	10.8	11.2	6.5	8.5	7.1	6.4	–	7.6	..	8.3
Remote and very remote	%	15.9	10.8	9.9	9.7	6.9	14.9	–	11.7	..	10.4
All students	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	..	6.6
2010											
Number of students											
Major cities	'000	267.5	223.3	111.6	84.4	59.6	–	19.6	–	766.0	766.0
Inner regional	'000	111.1	93.7	52.0	28.4	13.6	15.1	1.4	–	315.4	315.4
Outer regional	'000	74.2	21.3	53.3	14.9	14.1	12.4	–	10.0	200.2	200.2

TABLE 5A.12

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
Remote and very remote	'000	10.1	0.4	16.1	16.4	5.6	1.2	–	11.1	61.0	61.0
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	0.4	0.6	0.2	0.7	0.2	0.1	–	0.1	2.2	20.8
Total (k)	'000	467.5	343.5	232.6	143.6	99.3	30.7	25.0	21.1	1 363.3	1 363.3
Participation rate (l)											
Major cities	%	5.1	5.4	4.1	4.8	5.0	–	5.4	–	..	5.0
Inner regional	%	8.0	8.8	5.8	13.8	7.8	4.5	np	–	..	7.8
Outer regional	%	16.8	8.7	8.2	8.3	7.0	7.5	–	7.8	..	9.9
Remote and very remote	%	25.8	8.8	11.9	10.4	9.4	10.9	–	10.9	..	11.9
All students	%	6.5	6.3	5.3	6.3	6.1	6.0	6.9	9.2	..	6.2
2009											
Number of students											
Major cities	'000	257.6	194.1	105.0	80.8	62.0	–	17.9	–	717.3	717.3
Inner regional	'000	107.2	87.1	47.5	26.8	14.1	14.6	1.4	–	298.7	298.7
Outer regional	'000	70.7	20.3	48.6	13.5	13.5	12.4	–	9.8	188.8	188.8
Remote and very remote	'000	9.1	0.4	15.4	14.9	5.3	1.3	–	11.4	57.8	57.8
Interstate	'000	–	–	–	–	–	–	–	–	–	–
Unknown, unallocated or overseas	'000	0.2	0.6	0.2	0.7	0.2	0.1	–	0.1	1.9	15.5
Total (k)	'000	447.3	306.4	216.5	135.8	98.5	30.0	22.5	21.1	1 278.1	1 278.1
Participation rate (l)											
Major cities	%	5.0	4.8	3.9	4.7	5.3	–	5.1	–	..	4.7
Inner regional	%	7.8	8.3	5.4	13.4	8.2	4.4	np	–	..	7.5
Outer regional	%	16.1	8.3	7.6	7.6	6.7	7.6	–	7.8	..	9.5
Remote and very remote	%	23.3	7.7	11.5	9.7	8.8	11.7	–	11.3	..	11.4
All students	%	6.3	5.7	5.0	6.1	6.1	6.0	6.3	9.3	..	5.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

Table 5A.12 VET participation, all ages, by region (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT (g) (h)</i>	<i>NT (i)</i>	<i>Total</i>	<i>Aust (j)</i>
(b)	Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.										
(c)	For years up to and including 2010, VET student participation data by region are based on students' home postcode using the Accessibility and Remoteness Index for Australia (ARIA) classifications currently used by the ABS (table AA.12).										
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.										
(e)	There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote areas or very remote areas in the ACT. There are no major cities or inner regional areas in the NT.										
(f)	Data for South Australian includes VET in Schools which has been assessed by TAFE.										
(g)	For years up to and including 2010, the participation rate for inner regional areas in the ACT are not published due to a high proportion of inner regional areas sharing postcodes with NSW that cannot be disaggregated in the student data. The data are included in the Australia totals.										
(h)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.										
(i)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.										
(j)	For years up to and including 2010, the Australia total incorporates students with an unknown or overseas home postcode, distributed to the 'Unknown, unallocated or overseas' ARIA+ region.										
(k)	For years up to and including 2010, the sum of regions may not add to the state/territory total due to the data being weighted, based on students' home postcode.										
(l)	For years up to and including 2010, the participation rate for students from the various regions is the number of students participating in VET (based on students' home postcode) as a proportion of the population that resides in that region.										
	.. Not applicable. – Nil or rounded to zero. np Not published.										

Source: NCVER unpublished, National VET provider collection; ABS (2014), *Regional Population Growth, Australia, 2012-13, Cat. no. 3218.0, Canberra.*

TABLE 5A.13

Table 5A.13 VET students, all ages, by disability status (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Proportion of VET students									
Reported as having disability	8.5	8.4	5.7	5.3	6.7	10.7	8.6	5.9	7.6
Reported as not having disability	78.8	90.3	63.0	84.5	93.3	86.1	90.3	90.7	83.0
Disability status not reported	12.7	1.3	31.3	10.2	–	3.2	1.0	3.4	9.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.8	8.5	8.2	5.9	6.7	11.1	8.7	6.1	8.4
2012									
Proportion of VET students									
Reported as having disability	8.2	7.4	5.7	5.4	7.1	10.8	7.4	5.4	7.2
Reported as not having disability	78.9	92.6	61.8	79.5	92.9	86.9	90.4	89.0	82.3
Disability status not reported	12.9	–	32.4	15.1	–	2.3	2.2	5.6	10.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.4	7.4	8.5	6.3	7.1	11.1	7.6	5.7	8.0
2011									
Proportion of VET students									
Reported as having disability	8.1	7.9	5.9	5.2	5.8	10.5	7.2	5.3	7.2
Reported as not having disability	79.0	87.2	61.4	76.9	94.2	85.4	89.3	89.6	79.7
Disability status not reported	12.8	4.9	32.7	17.9	–	4.1	3.5	5.1	13.1
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	9.3	8.3	8.7	6.3	5.8	10.9	7.5	5.6	8.3

TABLE 5A.13

Table 5A.13 VET students, all ages, by disability status (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Proportion of VET students									
Reported as having disability	7.7	8.0	6.0	5.0	5.9	9.6	7.5	5.3	7.1
Reported as not having disability	79.8	86.9	63.0	76.2	91.3	78.9	90.3	86.4	79.5
Disability status not reported	12.5	5.1	31.0	18.7	2.8	11.4	2.1	8.3	13.5
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.8	8.4	8.7	6.2	6.0	10.9	7.7	5.8	8.2
2009									
Proportion of VET students									
Reported as having disability	7.4	7.3	6.3	5.0	6.6	9.1	7.1	5.7	6.9
Reported as not having disability	80.5	85.7	69.0	75.0	90.9	81.8	82.1	87.8	80.2
Disability status not reported	12.0	6.9	24.7	20.1	2.6	9.2	10.8	6.5	12.9
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	8.5	7.9	8.4	6.2	6.7	10.0	8.0	6.1	7.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) People with disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2009 – 12.9%; 2010 – 13.5%; 2011 – 13.1%; 2012 - 10.5%; 2013 - 9.4%.
- (c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (d) Percentages reported are of known responses ('not stated' responses are excluded).
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.14

Table 5A.14 VET students, all ages, by language spoken at home (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.6	23.4	6.0	15.1	11.7	7.4	14.3	35.1	17.4
Speaking English at home	76.9	73.1	87.2	72.2	71.1	90.2	74.3	60.1	76.0
Language spoken at home not reported	4.5	3.5	6.8	12.7	17.2	2.4	11.4	4.8	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.5	24.3	6.4	17.3	14.2	7.6	16.2	36.9	18.7
Proportion of total population speaking a LOTE at home (e)	22.5	23.1	9.8	14.5	14.4	4.5	18.1	26.7	18.2
2012									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.2	19.5	5.9	12.8	11.6	5.2	12.0	31.5	15.5
Speaking English at home	75.5	78.3	88.6	69.1	73.9	92.6	74.7	61.2	77.8
Language spoken at home not reported	6.3	2.2	5.5	18.0	14.5	2.2	13.3	7.3	6.7
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.5	19.9	6.3	15.7	13.5	5.3	13.8	34.0	16.6
2011									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.2	17.9	5.6	11.8	12.8	4.8	8.5	31.8	14.7
Speaking English at home	76.4	79.3	88.9	69.1	73.5	93.0	77.5	63.7	78.7
Language spoken at home not reported	5.4	2.8	5.5	19.1	13.8	2.1	14.0	4.5	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.3	18.4	6.0	14.6	14.8	4.9	9.9	33.3	15.8

TABLE 5A.14

Table 5A.14 VET students, all ages, by language spoken at home (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.6	16.5	5.9	10.9	13.7	4.6	6.3	30.8	14.4
Speaking English at home	75.4	80.2	89.3	69.0	80.8	92.9	78.7	64.9	79.0
Language spoken at home not reported	6.0	3.3	4.9	20.1	5.5	2.5	14.9	4.3	6.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	19.8	17.1	6.2	13.7	14.5	4.8	7.4	32.1	15.4
2009									
Proportion of VET students									
Speaking a language other than English (LOTE) at home (c)	18.7	16.5	6.2	10.3	11.9	3.9	6.9	29.6	14.3
Speaking English at home	73.0	78.4	90.1	68.5	73.6	93.3	86.4	66.0	77.4
Language spoken at home not reported	8.4	5.1	3.7	21.1	14.5	2.8	6.6	4.4	8.4
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (d)	20.4	17.4	6.4	13.1	13.9	4.0	7.4	30.9	15.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(c) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2009 – 8.4%; 2010 – 6.6%;

(d) Percentages reported are of known responses ('not stated' responses are excluded).

(e) The proportion of the population reported as speaking a language other than English at home is calculated from ABS 2011 Census data (table AA.11).

Source: NCVER unpublished, National VET provider collection; ABS (2012), *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex*, Cat. no. 2005.0, Canberra (table 2A.11). REVIEW SOURCE

TABLE 5A.15

Table 5A.15 VET participation, all ages, by language spoken at home (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Number of students										
Speaking a language other than English (LOTE) at home (d)	'000	84.9	78.0	14.4	17.4	13.0	1.5	2.0	7.0	218.2
Speaking English at home (e)	'000	355.7	346.0	227.5	101.4	74.6	29.4	18.5	14.0	1 167.1
Language spoken at home not reported	'000	25.0	12.4	14.0	28.0	14.0	0.7	3.3	1.0	98.4
All students	'000	465.6	436.4	255.9	146.8	101.6	31.6	23.9	21.9	1 483.7
Participation rate										
Speaking a language other than English (LOTE) at home (d)	%	5.5	6.3	3.4	5.3	5.7	6.9	3.1	12.3	5.6
Speaking English at home (e)	%	7.1	8.9	6.2	5.7	5.7	6.5	6.7	10.5	7.1
Language spoken at home not reported	%	7.1	5.1	6.0	20.2	21.9	3.5	23.0	4.4	9.1
All students (f)	%	6.4	7.9	5.7	6.2	6.2	6.2	6.5	9.5	6.6
2006										
Number of students										
Speaking a language other than English (LOTE) at home (d)	'000	84.6	42.9	11.3	12.6	10.8	1.0	1.6	7.0	171.8
Speaking English at home (e)	'000	299.2	217.9	187.5	82.6	69.5	27.6	18.7	13.0	916.0
Language spoken at home not reported	'000	85.4	40.0	5.8	15.0	11.3	0.9	0.9	1.0	160.2
All students	'000	469.3	300.9	207.0	110.3	91.5	29.5	21.2	21.0	1 250.7
Participation rate										
Speaking a language other than English (LOTE) at home (d)	%	6.4	4.3	3.7	5.6	5.8	6.2	3.4	15.7	5.5
Speaking English at home (e)	%	6.2	5.9	5.6	5.2	5.5	6.3	7.1	10.2	5.9
Language spoken at home not reported	%	22.0	15.6	2.5	11.6	16.8	3.9	6.2	4.9	14.2
All students (f)	%	7.0	5.9	5.2	5.4	5.9	6.0	6.3	10.1	6.1

TABLE 5A.15

Table 5A.15 VET participation, all ages, by language spoken at home (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2001										
Number of students										
Speaking a language other than English (LOTE) at home (d)	'000	55.6	38.7	9.2	5.5	8.0	0.5	1.5	5.2	124.1
Speaking English at home (e)	'000	335.2	231.3	188.4	70.1	69.0	21.5	15.7	13.5	944.6
Language spoken at home not reported	'000	62.6	51.0	16.1	27.7	12.2	2.3	0.7	1.2	173.9
All students	'000	453.4	321.0	213.6	103.3	89.2	24.3	17.9	19.9	1 242.7
Participation rate										
Speaking a language other than English (LOTE) at home (d)	%	4.6	4.2	3.6	2.7	4.6	3.3	3.6	11.2	4.3
Speaking English at home (e)	%	7.0	6.7	5.9	4.6	5.6	5.1	6.2	9.6	6.3
Language spoken at home not reported	%	18.6	23.5	10.1	32.2	23.0	11.7	5.8	7.4	19.3
All students (f)	%	8.6	7.7	6.4	6.3	7.6	9.0	8.1	9.7	7.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7%; 2013 – 6.6%.

(c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.

(d) The VET participation rate for people speaking a LOTE is calculated by dividing the number of government funded VET students speaking a LOTE at home (from the National VET provider collection) by the ABS Census population estimate of people speaking a LOTE at home (tables AA.10 and AA.11).

(e) The participation rate for people speaking English at home is calculated by dividing the number of government funded VET students speaking mainly English at home by the ABS 2006 Census population estimate of people speaking only English at home (tables AA.10 and AA.11).

(f) Participation rates for students are from Table 5A.10.

Source: NCVET unpublished, National VET provider collection; ABS (unpublished) *2001 Census of Population and Housing, Australia*, Cat. no. 2002.0 (table 2A.9); ABS (2007) *2006 Census of Population and Housing*, Cat. no. 2068.0 (table 2A.10); ABS (2012) *2011 Census of Population and Housing, Australia, States and Territories, Expanded Community Profile, Table X05 - Language spoken at home by proficiency in spoken English/language by sex*, Cat. no. 2005.0 (table 2A.11); ABS (2013) *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0 (table 2A.1).

TABLE 5A.16

Table 5A.16 VET participation by Indigenous status (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	6.9	1.4	6.2	8.3	3.4	4.9	3.9	43.0	5.1
Reported as non-Indigenous	91.1	97.2	83.5	82.8	93.8	93.4	95.0	56.3	91.2
Aboriginal and Torres Strait Islander status not reported	2.1	1.4	10.3	8.8	2.8	1.7	1.1	0.7	3.6
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	7.0	1.4	6.9	9.2	3.5	5.0	4.0	43.3	5.3
Proportion of total population reported as Aboriginal and Torres Strait Islander (f)	2.9	0.9	4.3	3.7	2.3	4.9	1.7	29.7	3.0
2012									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	6.3	1.2	6.5	8.5	4.6	5.1	3.3	43.0	5.2
Reported as non-Indigenous	90.6	97.1	82.2	77.2	91.9	93.1	88.5	56.0	89.7
Aboriginal and Torres Strait Islander status not reported	3.2	1.7	11.3	14.3	3.4	1.8	8.2	0.9	5.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.5	1.3	7.4	9.9	4.8	5.2	3.5	43.4	5.5
2011									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	6.2	1.3	6.4	8.4	4.7	5.0	2.7	45.5	5.4
Reported as non-Indigenous	90.2	95.5	78.2	75.0	90.1	92.0	77.3	53.6	87.5
Aboriginal and Torres Strait Islander status not reported	3.6	3.2	15.4	16.6	5.2	3.0	20.0	0.9	7.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.4	1.3	7.5	10.0	4.9	5.2	3.3	45.9	5.8

TABLE 5A.16

Table 5A.16 VET participation by Indigenous status (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	6.0	1.4	6.2	8.0	4.8	4.5	2.6	43.1	5.5
Reported as non-Indigenous	89.9	95.3	79.1	74.5	82.7	91.4	77.1	55.9	86.5
Aboriginal and Torres Strait Islander status not reported	4.1	3.3	14.7	17.5	12.6	4.1	20.2	0.9	8.0
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	6.3	1.5	7.3	9.7	5.4	4.7	3.3	43.5	6.0
2009									
Proportion of VET students, all ages									
Reported as Aboriginal and Torres Strait Islander	5.6	1.4	6.0	7.5	4.1	4.1	2.3	44.2	5.3
Reported as non-Indigenous	89.7	95.0	77.1	71.1	79.5	92.3	85.5	54.1	85.5
Aboriginal and Torres Strait Islander status not reported	4.7	3.6	16.9	21.4	16.4	3.6	12.3	1.7	9.2
All students	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Adjusted for not reported (e)	5.8	1.5	7.3	9.6	4.9	4.2	2.6	44.9	5.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 - 5.0%; 2013 - 3.6%.
- (c) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (d) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (e) Percentages reported are of known responses ('not stated' responses are excluded).
- (f) The proportion of the population reported as Indigenous is calculated from ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Number of students by age										
All students total	'000	250.7	364.3	170.0	99.0	94.6	20.5	17.6	10.4	1 027.0
18–24 year olds	'000	94.7	128.7	58.3	34.6	27.2	7.1	6.7	3.1	360.4
20–64 year olds	'000	186.0	290.6	118.3	74.3	80.4	16.7	14.5	8.7	789.5
15–64 year olds	'000	249.1	361.2	168.0	98.4	94.0	20.4	17.5	10.3	1 018.7
Aboriginal and Torres Strait Islander students total	'000	13.7	3.9	8.7	4.2	2.1	0.8	0.5	2.7	36.7
18–24 year olds	'000	5.4	1.7	3.1	1.5	0.7	0.4	0.3	0.7	13.7
20–64 year olds	'000	9.9	3.0	6.0	3.3	1.7	0.6	0.4	2.3	27.2
15–64 year olds	'000	13.6	3.9	8.6	4.2	2.1	0.8	0.5	2.7	36.4
Non-Indigenous students total	'000	234.7	355.5	145.4	86.5	89.5	19.4	16.9	7.6	955.4
18–24 year olds	'000	89.1	125.4	50.4	31.3	25.7	6.6	6.5	2.5	337.3
20–64 year olds	'000	174.3	283.8	101.9	63.9	76.2	15.8	14.0	6.3	736.2
15–64 year olds	'000	233.4	352.4	143.9	86.0	88.9	19.2	16.8	7.6	948.1
Participation rate by age (e)										
All students total	%	3.4	6.3	3.6	3.9	5.7	4.0	4.6	4.3	4.4
18–24 year olds	%	13.6	22.8	12.7	13.7	17.2	15.7	15.4	12.1	16.0
20–64 year olds	%	4.2	8.3	4.2	4.8	8.1	5.6	5.9	5.6	5.7
15–64 year olds	%	5.1	9.4	5.4	5.7	8.6	6.2	6.5	6.0	6.6
Aboriginal and Torres Strait Islander students total	%	6.3	7.8	4.4	4.6	5.5	3.3	8.3	3.8	5.2
18–24 year olds	%	18.2	22.9	11.4	12.0	13.7	11.7	21.5	7.1	14.3
20–64 year olds	%	9.2	11.8	6.1	6.9	8.5	4.9	10.7	5.9	7.7
15–64 year olds	%	10.3	12.6	7.2	7.3	8.8	5.5	12.4	5.7	8.5
Non-Indigenous students total	%	3.3	6.2	3.3	3.6	5.5	4.0	4.5	4.5	4.3
18–24 year olds	%	13.3	22.5	11.6	13.1	16.8	15.8	15.1	15.0	15.7
20–64 year olds	%	4.0	8.2	3.8	4.2	7.8	5.6	5.8	5.5	5.4
15–64 year olds	%	4.9	9.2	4.8	5.2	8.3	6.1	6.3	6.1	6.3

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students by age										
All students total	'000	269.7	388.6	191.1	98.9	80.1	22.4	19.3	11.2	1 081.3
18–24 year olds	'000	98.1	142.3	60.1	34.2	24.8	7.6	7.0	3.2	377.3
20–64 year olds	'000	204.5	301.5	135.5	73.3	66.4	18.0	15.8	9.4	824.4
15–64 year olds	'000	267.6	385.8	188.0	98.2	79.6	22.2	19.1	11.1	1 071.7
Aboriginal and Torres Strait Islander students total	'000	12.8	3.7	9.8	4.4	2.3	0.9	0.5	2.8	37.3
18–24 year olds	'000	4.8	1.5	3.2	1.5	0.7	0.4	0.2	0.7	13.0
20–64 year olds	'000	9.4	2.7	6.9	3.5	1.9	0.7	0.3	2.4	27.9
15–64 year olds	'000	12.8	3.7	9.7	4.4	2.3	0.9	0.5	2.8	37.0
Non-Indigenous students total	'000	251.0	378.8	161.9	82.5	75.0	21.1	17.1	8.3	995.6
18–24 year olds	'000	92.3	138.6	51.6	30.6	23.5	7.1	6.0	2.5	352.3
20–64 year olds	'000	190.0	293.8	115.6	59.4	62.1	17.0	14.1	6.9	758.9
15–64 year olds	'000	249.2	376.2	160.0	82.0	74.6	20.9	16.9	8.2	988.0
Participation rate by age (e)										
All students total	%	3.7	6.9	4.2	4.1	4.8	4.4	5.1	4.8	4.8
18–24 year olds	%	14.2	25.4	13.3	14.0	15.7	16.8	15.7	12.5	17.0
20–64 year olds	%	4.7	8.8	4.9	4.9	6.7	6.1	6.5	6.2	6.0
15–64 year olds	%	5.5	10.2	6.2	5.9	7.3	6.7	7.2	6.6	7.0
Aboriginal and Torres Strait Islander students total	%	6.0	7.6	5.1	4.9	6.1	3.7	7.7	4.0	5.4
18–24 year olds	%	17.1	22.0	12.3	12.6	13.3	11.1	18.3	7.2	14.1
20–64 year olds	%	9.0	11.3	7.3	7.4	9.8	5.5	9.7	6.3	8.1
15–64 year olds	%	9.9	12.4	8.4	7.8	9.9	6.1	11.6	6.1	8.8
Non-Indigenous students total	%	3.5	6.8	3.7	3.5	4.6	4.3	4.6	5.0	4.5
18–24 year olds	%	14.0	25.1	12.1	13.1	15.4	17.0	14.0	15.6	16.6
20–64 year olds	%	4.4	8.6	4.4	4.1	6.4	6.0	6.0	6.1	5.7
15–64 year olds	%	5.3	10.0	5.5	5.1	7.0	6.6	6.5	6.7	6.7

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Number of students by age										
All students total	'000	268.3	331.7	197.5	98.5	62.2	21.6	18.3	11.0	1 009.1
18–24 year olds	'000	98.3	128.8	61.9	34.0	21.5	7.9	7.0	3.2	362.6
20–64 year olds	'000	202.3	254.4	141.7	72.9	49.9	16.9	14.8	9.1	762.0
15–64 year olds	'000	266.1	329.6	193.9	97.9	61.8	21.5	18.1	10.9	999.8
Aboriginal and Torres Strait Islander students total	'000	12.4	3.2	9.8	4.1	1.9	0.9	0.4	2.9	35.4
18–24 year olds	'000	4.6	1.4	3.3	1.4	0.6	0.4	0.2	0.7	12.5
20–64 year olds	'000	9.0	2.4	7.1	3.1	1.5	0.6	0.3	2.5	26.5
15–64 year olds	'000	12.3	3.2	9.7	4.0	1.9	0.9	0.4	2.8	35.1
Non-Indigenous students total	'000	249.1	318.1	161.2	79.2	56.9	20.0	14.1	8.1	906.7
18–24 year olds	'000	92.7	124.1	52.6	29.2	20.0	7.4	5.5	2.5	333.9
20–64 year olds	'000	187.4	243.7	119.5	56.9	45.5	15.7	11.6	6.5	686.8
15–64 year olds	'000	247.5	316.1	159.3	78.7	56.6	19.9	14.1	8.0	900.0
Participation rate by age (e)										
All students total	%	3.7	6.0	4.4	4.2	3.8	4.2	5.0	4.8	4.5
18–24 year olds	%	14.3	23.0	13.9	14.2	13.6	17.4	15.5	12.5	16.5
20–64 year olds	%	4.7	7.5	5.2	5.0	5.1	5.7	6.2	6.1	5.6
15–64 year olds	%	5.5	8.8	6.5	6.1	5.7	6.4	6.9	6.6	6.7
Aboriginal and Torres Strait Islander students total	%	5.9	6.8	5.2	4.6	5.0	3.6	5.9	4.2	5.3
18–24 year olds	%	17.1	20.3	13.4	12.2	10.9	11.7	14.3	7.5	14.1
20–64 year olds	%	8.8	10.3	7.7	6.9	8.0	5.3	8.2	6.6	7.9
15–64 year olds	%	9.8	11.2	8.6	7.4	8.1	6.0	8.9	6.4	8.6
Non-Indigenous students total	%	3.6	5.8	3.8	3.5	3.6	4.1	3.9	5.0	4.2
18–24 year olds	%	14.1	22.5	12.5	12.8	13.0	17.5	12.5	15.2	15.8
20–64 year olds	%	4.4	7.2	4.6	4.0	4.7	5.5	4.9	5.8	5.2
15–64 year olds	%	5.3	8.5	5.5	5.0	5.3	6.2	5.5	6.6	6.2

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
Number of students by age										
All students total	'000	256.8	246.3	177.5	94.5	54.7	21.3	18.8	10.4	880.3
18–24 year olds	'000	96.2	102.7	60.2	33.1	20.4	8.3	7.1	3.1	331.1
20–64 year olds	'000	192.5	185.7	124.8	69.1	42.8	16.0	15.0	8.3	654.4
15–64 year olds	'000	254.6	244.9	174.9	93.9	54.4	21.2	18.5	10.3	872.6
Aboriginal and Torres Strait Islander students total	'000	11.0	2.6	8.6	3.5	1.5	0.7	0.4	2.5	30.7
18–24 year olds	'000	4.0	1.1	2.8	1.2	0.5	0.3	0.1	0.6	10.7
20–64 year olds	'000	7.9	1.9	6.3	2.7	1.2	0.5	0.3	2.1	22.8
15–64 year olds	'000	10.9	2.6	8.5	3.5	1.4	0.7	0.4	2.5	30.4
Non-Indigenous students total	'000	239.3	236.3	145.4	76.6	45.2	19.7	14.2	7.8	784.4
18–24 year olds	'000	91.3	99.1	51.8	28.6	16.7	7.7	5.6	2.5	303.2
20–64 year olds	'000	179.1	177.6	103.0	54.8	36.2	14.8	11.3	6.2	583.0
15–64 year olds	'000	237.7	234.9	143.7	76.2	45.1	19.6	14.1	7.7	779.1
Participation rate by age (e)										
All students total	%	3.6	4.5	4.0	4.1	3.4	4.2	5.2	4.5	4.0
18–24 year olds	%	14.0	18.3	13.7	14.0	12.9	18.0	16.0	11.8	15.0
20–64 year olds	%	4.5	5.6	4.7	4.9	4.4	5.4	6.5	5.6	4.9
15–64 year olds	%	5.3	6.6	5.9	6.0	5.0	6.4	7.2	6.2	5.9
Aboriginal and Torres Strait Islander students total	%	5.4	5.6	4.6	4.0	4.0	3.1	6.6	3.6	4.7
18–24 year olds	%	15.7	17.4	11.8	10.5	9.5	10.4	13.8	6.7	12.5
20–64 year olds	%	8.0	8.3	7.1	6.0	6.6	4.2	9.1	5.7	7.0
15–64 year olds	%	9.0	9.3	7.8	6.5	6.5	5.1	10.1	5.7	7.7
Non-Indigenous students total	%	3.4	4.4	3.4	3.5	2.8	4.1	4.0	4.8	3.7
18–24 year olds	%	13.7	17.8	12.4	12.7	10.8	18.0	12.9	14.6	14.3
20–64 year olds	%	4.3	5.3	4.0	4.0	3.8	5.2	4.9	5.5	4.5
15–64 year olds	%	5.1	6.4	5.0	5.0	4.3	6.2	5.6	6.3	5.4

TABLE 5A.17

Table 5A.17 VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Number of students by age										
All students total	'000	230.7	209.5	162.7	87.6	48.5	20.0	16.3	9.9	785.1
18–24 year olds	'000	94.2	86.5	58.5	32.1	18.9	7.9	6.9	2.9	307.8
20–64 year olds	'000	167.7	156.8	110.5	61.8	37.4	15.1	12.6	7.9	569.8
15–64 year olds	'000	228.5	207.5	160.1	86.9	48.2	19.9	16.2	9.8	777.1
Aboriginal and Torres Strait Islander students total	'000	8.7	2.4	7.5	3.0	1.1	0.7	0.3	2.4	26.2
18–24 year olds	'000	3.1	0.9	2.3	1.0	0.4	0.3	0.1	0.6	8.8
20–64 year olds	'000	6.3	1.8	5.2	2.3	0.9	0.5	0.3	2.0	19.3
15–64 year olds	'000	8.6	2.3	7.4	3.0	1.1	0.7	0.3	2.4	25.9
Non-Indigenous students total	'000	216.5	201.4	130.7	70.0	40.5	18.6	13.8	7.3	698.8
18–24 year olds	'000	90.0	83.8	50.1	27.6	16.2	7.4	6.2	2.2	283.4
20–64 year olds	'000	157.6	150.6	89.8	48.2	31.3	14.1	10.7	5.7	507.9
15–64 year olds	'000	215.1	199.7	129.4	69.6	40.4	18.5	13.8	7.2	693.6
Participation rate by age (e)										
All students total	%	3.3	3.9	3.8	3.9	3.0	4.0	4.6	4.4	3.6
18–24 year olds	%	13.7	15.5	13.4	13.7	12.0	17.2	16.0	11.0	14.1
20–64 year olds	%	3.9	4.8	4.2	4.5	3.9	5.1	5.5	5.4	4.3
15–64 year olds	%	4.8	5.7	5.5	5.7	4.5	6.0	6.4	6.0	5.3
Aboriginal and Torres Strait Islander students total	%	4.4	5.4	4.1	3.6	3.2	2.9	5.9	3.5	4.1
18–24 year olds	%	12.5	15.5	10.4	9.0	7.5	10.3	13.4	6.3	10.6
20–64 year olds	%	6.6	8.2	6.0	5.3	5.3	4.2	9.4	5.6	6.1
15–64 year olds	%	7.3	8.8	7.0	5.8	5.2	4.9	9.2	5.5	6.7
Non-Indigenous students total	%	3.2	3.8	3.1	3.2	2.6	3.9	4.0	4.6	3.3
18–24 year olds	%	13.6	15.2	12.1	12.4	10.7	17.3	14.6	13.5	13.5
20–64 year olds	%	3.8	4.6	3.5	3.6	3.3	4.9	4.7	5.2	3.9
15–64 year olds	%	4.7	5.5	4.6	4.7	3.8	5.9	5.5	6.0	4.9

TABLE 5A.17

Table 5A.17 **VET participation in Certificate III and above, by target age group and Indigenous status (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) The course level referred to in this table is the highest qualification attempted by a student in a reporting year.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 - 5.0%; 2013 - 3.6%.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (e) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (f) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.

Source: NCVET unpublished, National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0.

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Number of students by age										
All students total	'000	41.4	63.6	26.8	14.1	19.4	3.6	4.5	0.9	174.2
18–24 year olds	'000	13.3	24.0	8.6	4.6	4.1	0.6	1.3	0.2	56.6
20–64 year olds	'000	36.6	54.1	21.2	11.6	18.2	3.4	4.2	0.9	150.1
15–64 year olds	'000	41.2	63.3	26.6	14.1	19.3	3.5	4.5	0.9	173.4
Aboriginal and Torres Strait Islander students total	'000	1.8	0.5	1.2	0.3	0.2	0.1	0.1	0.2	4.4
18–24 year olds	'000	0.5	0.2	0.3	0.1	0.1	–	–	–	1.2
20–64 year olds	'000	1.7	0.4	0.9	0.2	0.2	0.1	0.1	0.2	3.9
15–64 year olds	'000	1.8	0.5	1.1	0.3	0.2	0.1	0.1	0.2	4.3
Non-Indigenous students total	'000	39.3	62.5	22.2	12.5	18.6	3.4	4.3	0.7	163.5
18–24 year olds	'000	12.8	23.7	6.6	4.3	4.0	0.6	1.3	0.1	53.3
20–64 year olds	'000	34.6	53.1	18.1	10.1	17.5	3.3	4.0	0.7	141.5
15–64 year olds	'000	39.1	62.2	22.1	12.4	18.6	3.4	4.3	0.7	162.8
Participation rate by age (e)										
All students total	%	0.6	1.1	0.6	0.6	1.2	0.7	1.2	0.4	0.8
18–24 year olds	%	1.9	4.3	1.9	1.8	2.6	1.3	3.0	0.6	2.5
20–64 year olds	%	0.8	1.5	0.8	0.7	1.8	1.2	1.7	0.6	1.1
15–64 year olds	%	0.8	1.6	0.9	0.8	1.8	1.1	1.7	0.5	1.1
Aboriginal and Torres Strait Islander students total	%	0.8	1.0	0.6	0.3	0.6	0.5	1.7	0.3	0.6
18–24 year olds	%	1.6	2.3	1.3	0.7	1.1	0.8	3.4	0.2	1.2
20–64 year olds	%	1.6	1.7	1.0	0.4	1.1	0.9	3.0	0.4	1.1
15–64 year olds	%	1.4	1.6	1.0	0.4	1.0	0.8	2.6	0.4	1.0
Non-Indigenous students total	%	0.5	1.1	0.5	0.5	1.1	0.7	1.1	0.4	0.7
18–24 year olds	%	1.9	4.3	1.5	1.8	2.6	1.4	3.0	0.9	2.5
20–64 year olds	%	0.8	1.5	0.7	0.7	1.8	1.2	1.7	0.6	1.0
15–64 year olds	%	0.8	1.6	0.7	0.7	1.7	1.1	1.6	0.6	1.1

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of students by age										
All students total	'000	50.5	82.4	34.2	15.8	16.0	4.0	5.3	0.8	209.0
18–24 year olds	'000	14.6	28.5	9.4	4.9	3.6	0.7	1.5	0.1	63.3
20–64 year olds	'000	45.0	70.8	27.8	13.2	14.9	3.8	4.9	0.8	181.1
15–64 year olds	'000	50.1	82.0	33.4	15.8	15.9	4.0	5.3	0.8	207.1
Aboriginal and Torres Strait Islander students total	'000	1.8	0.5	1.3	0.3	0.2	0.1	0.1	0.2	4.5
18–24 year olds	'000	0.4	0.2	0.3	0.1	–	–	–	–	1.1
20–64 year olds	'000	1.7	0.5	1.1	0.2	0.2	0.1	0.1	0.2	4.0
15–64 year olds	'000	1.8	0.5	1.3	0.3	0.2	0.1	0.1	0.2	4.4
Non-Indigenous students total	'000	47.2	80.6	27.3	13.1	15.4	3.8	4.9	0.6	192.9
18–24 year olds	'000	14.0	28.0	7.0	4.4	3.5	0.6	1.4	0.1	59.0
20–64 year olds	'000	41.8	69.2	23.2	10.8	14.3	3.6	4.5	0.6	168.1
15–64 year olds	'000	46.8	80.2	27.1	13.1	15.3	3.8	4.9	0.6	191.8
Participation rate by age (e)										
All students total	%	0.7	1.5	0.7	0.7	1.0	0.8	1.4	0.3	0.9
18–24 year olds	%	2.1	5.1	2.1	2.0	2.3	1.5	3.4	0.5	2.9
20–64 year olds	%	1.0	2.1	1.0	0.9	1.5	1.3	2.0	0.5	1.3
15–64 year olds	%	1.0	2.2	1.1	0.9	1.5	1.2	2.0	0.5	1.4
Aboriginal and Torres Strait Islander students total	%	0.8	1.1	0.7	0.3	0.6	0.5	1.2	0.2	0.7
18–24 year olds	%	1.5	2.6	1.2	0.7	1.0	0.9	2.3	0.1	1.2
20–64 year olds	%	1.6	1.9	1.2	0.5	1.0	1.0	2.3	0.4	1.2
15–64 year olds	%	1.4	1.8	1.1	0.5	0.9	0.9	1.9	0.4	1.1
Non-Indigenous students total	%	0.7	1.4	0.6	0.6	1.0	0.8	1.3	0.4	0.9
18–24 year olds	%	2.1	5.1	1.7	1.9	2.3	1.5	3.2	0.8	2.8
20–64 year olds	%	1.0	2.0	0.9	0.7	1.5	1.3	1.9	0.5	1.3
15–64 year olds	%	1.0	2.1	0.9	0.8	1.4	1.2	1.9	0.5	1.3

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011										
Number of students by age										
All students total	'000	53.7	78.6	37.5	17.7	12.4	3.5	5.8	0.6	209.9
18–24 year olds	'000	15.4	28.5	9.9	5.5	3.0	0.6	1.9	0.1	64.9
20–64 year olds	'000	47.8	66.3	30.5	14.9	11.4	3.3	5.3	0.6	180.0
15–64 year olds	'000	53.3	78.2	36.5	17.6	12.4	3.5	5.8	0.6	207.9
Aboriginal and Torres Strait Islander students total	'000	1.5	0.5	1.2	0.3	0.2	0.1	0.1	0.1	4.1
18–24 year olds	'000	0.3	0.2	0.3	0.1	–	–	–	–	1.0
20–64 year olds	'000	1.4	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.7
15–64 year olds	'000	1.5	0.5	1.2	0.3	0.2	0.1	0.1	0.1	4.1
Non-Indigenous students total	'000	49.8	76.1	29.1	14.4	11.7	3.3	4.8	0.5	189.7
18–24 year olds	'000	14.8	27.9	7.4	4.9	2.9	0.6	1.5	0.1	60.0
20–64 year olds	'000	44.1	64.1	24.9	11.9	10.7	3.1	4.4	0.5	163.7
15–64 year olds	'000	49.4	75.7	28.8	14.3	11.6	3.3	4.8	0.5	188.5
Participation rate by age (e)										
All students total	%	0.7	1.4	0.8	0.8	0.8	0.7	1.6	0.3	0.9
18–24 year olds	%	2.2	5.1	2.2	2.3	1.9	1.4	4.1	0.4	2.9
20–64 year olds	%	1.1	2.0	1.1	1.0	1.2	1.1	2.2	0.4	1.3
15–64 year olds	%	1.1	2.1	1.2	1.1	1.1	1.0	2.2	0.4	1.4
Aboriginal and Torres Strait Islander students total	%	0.7	1.0	0.7	0.4	0.6	0.4	1.4	0.2	0.6
18–24 year olds	%	1.3	2.4	1.1	0.7	1.0	0.4	2.8	0.2	1.1
20–64 year olds	%	1.4	1.7	1.2	0.7	1.0	0.7	2.5	0.4	1.1
15–64 year olds	%	1.2	1.6	1.1	0.6	0.9	0.6	2.2	0.3	1.0
Non-Indigenous students total	%	0.7	1.4	0.7	0.6	0.7	0.7	1.3	0.3	0.9
18–24 year olds	%	2.2	5.1	1.8	2.1	1.9	1.4	3.5	0.5	2.8
20–64 year olds	%	1.0	1.9	1.0	0.8	1.1	1.1	1.9	0.4	1.2
15–64 year olds	%	1.1	2.0	1.0	0.9	1.1	1.0	1.9	0.4	1.3

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
Number of students by age										
All students total	'000	50.8	65.3	33.4	16.0	11.1	2.9	6.6	0.6	186.8
18–24 year olds	'000	16.7	24.8	9.7	5.3	3.1	0.6	2.0	0.1	62.3
20–64 year olds	'000	44.1	54.2	27.5	13.1	10.0	2.7	6.0	0.6	158.1
15–64 year olds	'000	50.5	65.0	33.1	15.9	11.1	2.9	6.6	0.6	185.5
Aboriginal and Torres Strait Islander students total	'000	1.3	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.5
18–24 year olds	'000	0.3	0.1	0.3	0.1	–	–	–	–	0.9
20–64 year olds	'000	1.2	0.4	1.0	0.2	0.2	0.1	0.1	0.1	3.2
15–64 year olds	'000	1.3	0.4	1.1	0.3	0.2	0.1	0.1	0.1	3.5
Non-Indigenous students total	'000	47.5	62.6	26.4	13.0	10.2	2.7	5.5	0.5	168.3
18–24 year olds	'000	16.1	24.2	7.4	4.7	2.9	0.6	1.7	0.1	57.7
20–64 year olds	'000	41.0	51.7	22.3	10.4	9.2	2.5	5.0	0.4	142.5
15–64 year olds	'000	47.2	62.2	26.2	12.9	10.2	2.7	5.4	0.5	167.3
Participation rate by age (e)										
All students total	%	0.7	1.2	0.8	0.7	0.7	0.6	1.8	0.3	0.8
18–24 year olds	%	2.4	4.4	2.2	2.3	2.0	1.3	4.5	0.4	2.8
20–64 year olds	%	1.0	1.6	1.0	0.9	1.0	0.9	2.6	0.4	1.2
15–64 year olds	%	1.1	1.8	1.1	1.0	1.0	0.9	2.5	0.4	1.2
Aboriginal and Torres Strait Islander students total	%	0.6	0.9	0.6	0.3	0.6	0.3	1.7	0.2	0.5
18–24 year olds	%	1.2	2.0	1.1	0.6	0.8	0.5	3.0	0.2	1.0
20–64 year olds	%	1.2	1.6	1.1	0.5	1.0	0.6	2.7	0.3	1.0
15–64 year olds	%	1.1	1.5	1.0	0.5	0.9	0.5	2.6	0.3	0.9
Non-Indigenous students total	%	0.7	1.2	0.6	0.6	0.6	0.6	1.5	0.3	0.8
18–24 year olds	%	2.4	4.4	1.8	2.1	1.9	1.3	3.9	0.6	2.7
20–64 year olds	%	1.0	1.6	0.9	0.8	1.0	0.9	2.2	0.4	1.1
15–64 year olds	%	1.0	1.7	0.9	0.9	1.0	0.8	2.1	0.4	1.2

TABLE 5A.18

Table 5A.18 VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Number of students by age										
All students total	'000	40.4	57.4	27.7	14.4	8.5	2.7	5.7	0.5	157.3
18–24 year olds	'000	17.1	23.3	9.3	5.2	2.6	0.6	2.1	0.1	60.2
20–64 year olds	'000	33.1	46.3	22.0	11.4	7.5	2.5	5.0	0.5	128.2
15–64 year olds	'000	40.2	56.9	27.4	14.3	8.4	2.6	5.7	0.5	156.1
Aboriginal and Torres Strait Islander students total	'000	0.9	0.4	0.9	0.2	0.2	0.1	0.1	0.1	2.7
18–24 year olds	'000	0.2	0.1	0.2	0.1	–	–	–	–	0.7
20–64 year olds	'000	0.8	0.3	0.8	0.2	0.2	0.1	–	0.1	2.4
15–64 year olds	'000	0.9	0.4	0.9	0.2	0.2	0.1	0.1	0.1	2.7
Non-Indigenous students total	'000	38.9	55.6	21.6	12.0	7.7	2.5	5.2	0.4	143.9
18–24 year olds	'000	16.7	22.8	7.0	4.7	2.5	0.6	1.9	0.1	56.2
20–64 year olds	'000	31.7	44.8	18.0	9.3	6.8	2.3	4.5	0.4	117.8
15–64 year olds	'000	38.7	55.2	21.4	11.9	7.7	2.5	5.2	0.4	143.0
Participation rate by age (e)										
All students total	%	0.6	1.1	0.6	0.6	0.5	0.5	1.6	0.2	0.7
18–24 year olds	%	2.5	4.2	2.1	2.2	1.7	1.3	4.8	0.4	2.7
20–64 year olds	%	0.8	1.4	0.8	0.8	0.8	0.8	2.2	0.3	1.0
15–64 year olds	%	0.9	1.6	0.9	0.9	0.8	0.8	2.3	0.3	1.1
Aboriginal and Torres Strait Islander students total	%	0.4	0.9	0.5	0.2	0.5	0.2	0.9	0.1	0.4
18–24 year olds	%	1.0	2.1	0.9	0.5	0.8	0.4	2.5	0.1	0.8
20–64 year olds	%	0.8	1.6	0.9	0.4	0.9	0.5	1.4	0.3	0.8
15–64 year olds	%	0.7	1.5	0.8	0.4	0.8	0.4	1.5	0.2	0.7
Non-Indigenous students total	%	0.6	1.0	0.5	0.6	0.5	0.5	1.5	0.2	0.7
18–24 year olds	%	2.5	4.1	1.7	2.1	1.6	1.3	4.5	0.5	2.7
20–64 year olds	%	0.8	1.4	0.7	0.7	0.7	0.8	2.0	0.3	0.9
15–64 year olds	%	0.8	1.5	0.8	0.8	0.7	0.8	2.1	0.3	1.0

TABLE 5A.18

Table 5A.18 **VET participation in diploma and above, by target age group and Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) The course level referred to in this table is the highest qualification attempted by a student in a reporting year. Courses at 'Diploma and above' are included in the group of courses denoted as at 'Certificate III and above' in table 5A.17.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 - 5.0%; 2013 - 3.6%.
- (d) Student highest funding source and course highest funding source have been re-derived and backdated to remove subject outcomes '53—Recognition of Current Competency granted' and to ensure they are consistent. As a consequence, data in this publication may not match previously reported data.
- (e) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.
- (f) Data for South Australia include VET in Schools which has been assessed by TAFE.
- (g) The participation rate for the various age groups is the number of students participating in VET in a given age group expressed as a proportion of the population of that age group. Series B data for Indigenous population have been used.
- Nil or rounded to zero.

Source: NCVER unpublished, National VET provider collection; ABS (2013 and previous years), *Australian Demographic Statistics, June 2013*, Cat. no. 3101.0, Canberra; ABS (2013) Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026, Cat. no. 3238.0.

TABLE 5A.19

Table 5A.19 **Government real recurrent expenditure per annual hour (2013 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
2013	14.07	9.36	17.40	14.87	11.09	16.71	17.28	23.85	12.60
2012	12.65	10.88	15.19	14.63	10.57	14.17	18.29	21.19	12.53
2011	12.77	11.36	15.08	16.93	14.11	16.85	16.77	28.93	13.47
2010	12.83	11.68	15.94	14.10	14.63	17.72	17.98	27.15	13.58
2009	13.21	12.58	18.10	14.62	15.53	16.90	17.47	27.64	14.42
2008	13.67	13.36	18.01	14.27	15.60	16.43	19.39	30.30	14.78
2007	14.39	13.52	18.19	15.82	17.41	17.36	18.83	28.37	15.38
2006	15.06	14.69	16.85	17.12	18.71	17.83	18.74	29.13	15.97
2005	14.95	14.96	18.61	18.33	18.09	18.28	20.16	30.90	16.40
2004	16.93	14.27	19.42	17.86	19.29	17.75	18.41	30.82	17.03

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.
- (d) Expenditure per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.
- (e) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).

Table 5A.19 **Government real recurrent expenditure per annual hour (2013 dollars) (\$ per hour) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust (h)</i>
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(f) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

(g) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011, \$5.6 million in 2012 and \$5.5 million in 2013.

(h) Excludes ACT payroll tax estimate.

Source: NCVET unpublished, National financial and VET provider collections; table 5A.1.

Table 5A.20 **Government real recurrent expenditure per hour of government funded load pass, (2013 dollars)**
(\$ per hour) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2013	17.98	11.13	20.10	18.74	12.42	21.33	20.28	30.26	15.23
2012	16.36	12.87	17.84	18.76	12.04	17.72	21.83	27.71	15.28
2011	16.36	13.77	17.34	21.50	16.80	21.47	20.67	39.19	16.55
2010	16.52	15.13	18.94	17.84	17.06	22.73	22.22	35.71	17.13
2009	16.95	16.69	21.84	18.70	18.18	20.84	21.51	38.25	18.35
2008	17.62	17.91	21.78	18.75	18.11	19.96	23.59	41.89	18.93
2007	18.70	18.67	22.59	21.12	20.04	22.60	23.46	38.09	20.04
2006	19.57	21.66	20.99	23.23	22.19	22.45	23.50	40.93	21.23
2005	19.54	22.07	24.23	25.43	21.77	23.35	25.00	42.09	22.07
2004	22.75	20.89	25.94	24.39	22.91	22.78	22.72	44.61	23.18

- (a) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.
- (b) VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the government real recurrent expenditure figures presented in this Report includes payments received by states and territories for VET in schools programs.
- (c) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (d) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).
- (e) The variation in WA's expenditure from 2011 to 2012 largely reflects the move from fortnightly to quarterly payments to State Training Providers.

Table 5A.20 **Government real recurrent expenditure per hour of government funded load pass, (2013 dollars)**
(\$ per hour) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
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(f) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. For example, the payroll tax estimate has increased recurrent government VET expenditure by \$5.8 million in 2009, \$6.0 million in 2010, \$5.4 million in 2011, \$5.6 million in 2012 and \$5.5 million in 2013.

(g) Excludes ACT payroll tax estimate.

Source: NCVET unpublished, National financial and VET provider collections; table 5A.1.

TABLE 5A.21

Table 5A.21 Value of physical non-current assets and user cost of capital, 2013 (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
Value of physical non-current assets										
Land	\$m	731.8	695.5	401.4	288.4	154.5	21.7	46.4	11.1	2 350.7
Buildings	\$m	3 581.0	1 971.1	1 079.4	789.4	560.0	261.8	149.7	172.4	8 564.7
Plant, equipment and motor vehicles	\$m	142.5	121.4	268.3	31.0	17.8	9.5	7.9	3.6	602.0
Other	\$m	–	46.2	7.8	82.4	127.8	–	1.6	5.4	271.1
Total physical non-current assets	\$m	4 455.3	2 834.1	1 757.0	1 191.2	860.1	292.9	205.5	192.4	11 788.5
User cost of capital										
Land	\$m	58.5	55.6	32.1	23.1	12.4	1.7	3.7	0.9	188.1
Buildings	\$m	286.5	157.7	86.4	63.2	44.8	20.9	12.0	13.8	685.2
Plant, equipment and motor vehicles	\$m	11.4	9.7	21.5	2.5	1.4	0.8	0.6	0.3	48.2
Other	\$m	–	3.7	0.6	6.6	10.2	–	0.1	0.4	21.7
Total user cost of capital	\$m	356.4	226.7	140.6	95.3	68.8	23.4	16.4	15.4	943.1
Capital charge (c)	%	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
User cost of capital per annual hour (e)										
Land	\$	0.49	0.31	0.57	0.52	0.30	0.23	0.64	0.21	0.41
Buildings	\$	2.38	0.87	1.53	1.43	1.10	2.73	2.05	3.34	1.49
Plant, equipment and motor vehicles	\$	0.09	0.05	0.38	0.06	0.03	0.10	0.11	0.07	0.10
Other	\$	–	0.02	0.01	0.15	0.25	–	0.02	0.10	0.05
Total per annual hour	\$	2.96	1.25	2.48	2.15	1.69	3.05	2.81	3.73	2.05
Annual hours (d)	million hours	120.82	180.81	56.07	43.73	41.11	7.67	5.96	3.99	460.14
Course mix weight	index	0.995	0.999	1.010	1.011	0.991	1.001	0.981	1.036	1.000

TABLE 5A.21

Table 5A.21 Value of physical non-current assets and user cost of capital, 2013 (a)

	<i>Units</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (b)</i>	<i>NT</i>	<i>Aust</i>
User cost of capital per hour of government funded load pass										
Land	\$	0.62	0.37	0.66	0.66	0.34	0.29	0.75	0.27	0.49
Buildings	\$	3.05	1.04	1.76	1.80	1.23	3.48	2.40	4.24	1.80
Plant, equipment and motor vehicles	\$	0.12	0.06	0.44	0.07	0.04	0.13	0.13	0.09	0.13
Other	\$	–	0.02	0.01	0.19	0.28	–	0.03	0.13	0.06
Total per hour of government funded load pass	\$	3.79	1.49	2.87	2.72	1.89	3.90	3.30	4.73	2.48
Load pass annual hours (f)	million hours	94.04	151.94	49.00	35.10	36.38	6.01	4.98	3.25	380.71

- (a) The user cost of capital reflects the opportunity cost of government assets that could otherwise be used for other purposes.
- (b) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.
- (c) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.
- (d) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.
- (e) User cost of capital per annual hour is weighted to recognise the different proportions of relatively more expensive and less expensive training programs which occur across jurisdictions. One method of calculating these course mix weights applies to all years in this table. Under this method, cost relativities by subject field of education are applied to tabulations of annual hours by subject field of education and state/territory.
- (f) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- Nil or rounded to zero.

Source: NCVET unpublished, National financial and VET provider collections.

TABLE 5A.22

Table 5A.22 **Government real user cost of capital (2013 dollars) (\$ million) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (c)</i>	<i>NT</i>	<i>Aust</i>
2013	356.4	226.7	140.6	95.3	68.8	23.4	16.4	15.4	943.1
2012	337.7	233.7	148.4	88.4	63.5	23.3	16.8	14.9	926.6
2011	253.6	218.7	154.5	81.5	51.7	24.3	18.0	15.8	818.2
2010	268.0	226.6	163.1	86.1	56.7	20.8	32.9	16.6	870.7
2009	263.7	213.1	157.0	86.1	54.6	20.3	31.7	15.0	841.3
2008	275.3	208.9	157.8	96.0	44.2	20.3	31.9	14.6	849.0
2007	281.2	214.4	136.1	88.0	46.4	18.3	12.4	15.9	812.8
2006	238.9	209.1	119.1	78.5	48.0	18.7	12.8	13.8	739.0
2005	249.0	217.1	110.1	68.4	47.7	19.8	13.3	14.5	740.0
2004	263.3	221.8	115.1	64.8	49.8	20.3	13.9	14.6	763.7

(a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

(b) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).

(c) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.

Source: NCVER unpublished, National financial collection.

TABLE 5A.23

Table 5A.23 Total government costs per annual hour (\$ per hour) (2013 dollars) (a), (b), (c), (d), (e)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2013										
Recurrent expenditure	\$/annual hour	14.07	9.36	17.40	14.87	11.09	16.71	17.28	23.85	12.60
User cost of capital	\$/annual hour	2.96	1.25	2.48	2.15	1.69	3.05	2.81	3.73	2.05
Total government costs	\$/annual hour	17.03	10.62	19.88	17.02	12.78	19.76	20.09	27.58	14.65
2012										
Recurrent expenditure	\$/annual hour	12.65	10.88	15.19	14.63	10.57	14.17	18.29	21.19	12.53
User cost of capital	\$/annual hour	2.50	1.27	2.28	1.98	2.03	2.60	2.84	3.28	1.94
Total government costs	\$/annual hour	15.15	12.16	17.47	16.61	12.60	16.77	21.13	24.46	14.47
2011										
Recurrent expenditure	\$/annual hour	12.77	11.36	15.08	16.93	14.11	16.85	16.77	28.93	13.47
User cost of capital	\$/annual hour	1.92	1.52	2.21	1.83	2.01	2.78	2.78	3.64	1.88
Total government costs	\$/annual hour	14.70	12.88	17.29	18.75	16.12	19.62	19.55	32.57	15.35
2010										
Recurrent expenditure	\$/annual hour	12.83	11.68	15.94	14.10	14.63	17.72	17.98	27.15	13.58
User cost of capital	\$/annual hour	2.09	2.02	2.62	1.99	2.37	2.62	5.21	3.85	2.24
Total government costs	\$/annual hour	14.92	13.71	18.56	16.09	16.99	20.34	23.20	30.99	15.82
2009										
Recurrent expenditure	\$/annual hour	13.21	12.58	18.10	14.62	15.53	16.90	17.47	27.64	14.42
User cost of capital	\$/annual hour	2.20	2.21	2.85	2.15	2.34	2.79	5.29	3.64	2.39
Total government costs	\$/annual hour	15.41	14.79	20.95	16.78	17.87	19.69	22.75	31.28	16.81
2008										
Recurrent expenditure	\$/annual hour	13.67	13.36	18.01	14.27	15.60	16.43	19.39	30.30	14.78
User cost of capital	\$/annual hour	2.38	2.33	3.08	2.72	2.15	2.74	6.16	3.81	2.58
Total government costs	\$/annual hour	16.05	15.70	21.09	17.00	17.75	19.17	25.56	34.11	17.36

TABLE 5A.23

Table 5A.23 Total government costs per annual hour (\$ per hour) (2013 dollars) (a), (b), (c), (d), (e)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
2007										
Recurrent expenditure	\$/annual hour	14.39	13.52	18.19	15.82	17.41	17.36	18.83	28.37	15.38
User cost of capital	\$/annual hour	2.50	2.46	2.79	2.62	2.22	2.61	2.29	4.13	2.55
Total government costs	\$/annual hour	16.89	15.98	20.98	18.44	19.63	19.97	21.12	32.50	17.92
2006										
Recurrent expenditure	\$/annual hour	15.06	14.69	16.85	17.12	18.71	17.83	18.74	29.13	15.97
User cost of capital	\$/annual hour	2.17	2.63	2.50	2.44	2.54	2.86	2.29	3.59	2.43
Total government costs	\$/annual hour	17.24	17.31	19.34	19.56	21.25	20.69	21.04	32.72	18.40
2005										
Recurrent expenditure	\$/annual hour	14.95	14.96	18.61	18.33	18.09	18.28	20.16	30.90	16.40
User cost of capital	\$/annual hour	2.23	2.80	2.41	2.18	2.45	3.17	2.51	3.86	2.46
Total government costs	\$/annual hour	17.18	17.75	21.02	20.51	20.54	21.45	22.68	34.76	18.86
2004										
Recurrent expenditure	\$/annual hour	16.93	14.27	19.42	17.86	19.29	17.75	18.41	30.82	17.03
User cost of capital	\$/annual hour	2.58	2.83	2.73	2.14	2.64	3.26	2.45	3.98	2.66
Total government costs	\$/annual hour	19.51	17.10	22.15	20.01	21.93	21.01	20.86	34.81	19.69

- (a) Annual hours are adjusted for invalid enrolment rates based on formal advice of the NCVET auditors. Invalid enrolments are those student enrolments reported in the national collection as participating in a module or unit of competency but for which the auditors could find no confirmed evidence that the student had participated in that enrolment within the collection period. In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.
- (b) Recurrent expenditure per annual hour and user cost of capital per annual hour are weighted (using course mix weights) to recognise the different proportions of relatively more expensive and less expensive training programs that occur in jurisdictions. Refer tables 5A.19 and 5A.21 for more information on the weighting of these data.

Table 5A.23 **Total government costs per annual hour (\$ per hour) (2013 dollars) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
(c) Government recurrent expenditure is deemed as being equivalent to the recurrent funds provided by the Australian Government and State and Territory governments, including funding from Commonwealth administered programs. It is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State Recurrent revenue, Commonwealth Administered Programs revenues and revenues for VET expenses and liabilities of state/territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The latter are recorded as Assumption of Liabilities in the AVETMISS financial statements. Refer to Box 5.6 in the VET chapter for further information about changes to the scope of government recurrent expenditure from earlier reports.									
(d) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.									
(e) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).									
(f) The ACT is the only jurisdiction not to levy payroll tax on its VET employees. In order to improve data comparability, a payroll tax estimate based on the ACT payroll tax rate is included in the expenditure data presented. See footnotes for table 5A.1 for more information.									
(g) Excludes ACT payroll tax estimate.									
<i>Source:</i> NCVET unpublished, National financial and VET provider collections.									

TABLE 5A.24

Table 5A.24 Total government costs per hour of government funded load pass (\$ per hour) (2013 dollars) (a), (b), (c)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
2013										
Recurrent expenditure	\$/load pass	17.98	11.13	20.10	18.74	12.42	21.33	20.28	30.26	15.23
User cost of capital	\$/load pass	3.79	1.49	2.87	2.72	1.89	3.90	3.30	4.73	2.48
Total government costs	\$/load pass	21.77	12.63	22.97	21.45	14.31	25.22	23.58	34.99	17.71
2012										
Recurrent expenditure	\$/load pass	16.36	12.87	17.84	18.76	12.04	17.72	21.83	27.71	15.28
User cost of capital	\$/load pass	3.24	1.51	2.68	2.53	2.31	3.25	3.39	4.29	2.36
Total government costs	\$/load pass	19.60	14.38	20.51	21.29	14.35	20.97	25.21	32.00	17.64
2011										
Recurrent expenditure	\$/load pass	16.36	13.77	17.34	21.50	16.80	21.47	20.67	39.19	16.55
User cost of capital	\$/load pass	2.46	1.85	2.55	2.32	2.40	3.54	3.43	4.92	2.31
Total government costs	\$/load pass	18.82	15.62	19.88	23.82	19.20	25.00	24.10	44.11	18.86
2010										
Recurrent expenditure	\$/load pass	16.52	15.13	18.94	17.84	17.06	22.73	22.22	35.71	17.13
User cost of capital	\$/load pass	2.69	2.62	3.11	2.52	2.76	3.36	6.44	5.06	2.83
Total government costs	\$/load pass	19.21	17.75	22.05	20.35	19.82	26.09	28.66	40.77	19.95
2009										
Recurrent expenditure	\$/load pass	16.95	16.69	21.84	18.70	18.18	20.84	21.51	38.25	18.35
User cost of capital	\$/load pass	2.83	2.93	3.44	2.75	2.74	3.44	6.51	5.04	3.04
Total government costs	\$/load pass	19.78	19.61	25.28	21.45	20.92	24.27	28.02	43.29	21.39
2008										
Recurrent expenditure	\$/load pass	17.62	17.91	21.78	18.75	18.11	19.96	23.59	41.89	18.93
User cost of capital	\$/load pass	3.07	3.13	3.72	3.58	2.49	3.33	7.50	5.26	3.31
Total government costs	\$/load pass	20.69	21.03	25.50	22.33	20.61	23.29	31.08	47.15	22.24

TABLE 5A.24

Table 5A.24 **Total government costs per hour of government funded load pass (\$ per hour) (2013 dollars) (a), (b), (c)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
2007										
Recurrent expenditure	\$/load pass	18.70	18.67	22.59	21.12	20.04	22.60	23.46	38.09	20.04
User cost of capital	\$/load pass	3.25	3.40	3.46	3.50	2.55	3.40	2.85	5.55	3.32
Total government costs	\$/load pass	21.95	22.07	26.05	24.62	22.60	25.99	26.32	43.63	23.36
2006										
Recurrent expenditure	\$/load pass	19.57	21.66	20.99	23.23	22.19	22.45	23.50	40.93	21.23
User cost of capital	\$/load pass	2.82	3.87	3.11	3.31	3.02	3.60	2.88	5.04	3.23
Total government costs	\$/load pass	22.39	25.54	24.10	26.55	25.21	26.05	26.38	45.97	24.46
2005										
Recurrent expenditure	\$/load pass	19.54	22.07	24.23	25.43	21.77	23.35	25.00	42.09	22.07
User cost of capital	\$/load pass	2.92	4.12	3.14	3.02	2.95	4.05	3.12	5.26	3.31
Total government costs	\$/load pass	22.46	26.19	27.37	28.46	24.72	27.39	28.11	47.35	25.37
2004										
Recurrent expenditure	\$/load pass	22.75	20.89	25.94	24.39	22.91	22.78	22.72	44.61	23.18
User cost of capital	\$/load pass	3.47	4.15	3.64	2.93	3.13	4.18	3.03	5.77	3.62
Total government costs	\$/load pass	26.22	25.04	29.58	27.32	26.04	26.96	25.74	50.38	26.80

- (a) The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.
- (b) Data for 2004-2012 have been adjusted to 2013 dollars using the GDP chain price index (table 5A.93).
- (c) Load Pass Rate is the ratio of hours/FYTEs attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours/FYTEs for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (d) The ACT training authority re-valued its property, plant and equipment assets in 2011, leading to a significant decrease in the measure.

Source: NCVET unpublished, National financial and VET provider collections.

TABLE 5A.25

Table 5A.25 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed or in further study	86.7 ± 0.8	86.5 ± 1.6	87.9 ± 1.1	90.0 ± 0.8	89.6 ± 1.1	87.9 ± 1.7	91.2 ± 1.6	91.8 ± 2.0	87.5 ± 0.6
Employed after training	73.6 ± 1.0	76.4 ± 1.9	80.3 ± 1.3	80.6 ± 1.1	78.7 ± 1.5	76.5 ± 2.3	84.0 ± 2.3	86.6 ± 2.4	77.0 ± 0.7
In further study after training	37.6 ± 1.2	34.9 ± 2.2	30.0 ± 1.4	36.3 ± 1.4	37.2 ± 1.8	36.2 ± 2.5	37.4 ± 3.0	35.3 ± 3.3	35.3 ± 0.8
At TAFE	58.8 ± 1.9	35.8 ± 3.7	44.2 ± 2.7	54.8 ± 2.4	49.6 ± 3.0	53.2 ± 4.3	42.7 ± 5.1	30.0 ± 5.2	47.6 ± 1.5
At University	20.1 ± 1.6	30.9 ± 3.6	21.1 ± 2.1	18.8 ± 1.8	12.8 ± 2.0	15.5 ± 3.0	25.7 ± 4.8	30.6 ± 5.4	23.0 ± 1.3
At private provider or other registered provider	21.1 ± 1.6	33.3 ± 3.8	34.7 ± 2.8	26.4 ± 2.4	37.5 ± 2.9	31.3 ± 3.9	31.6 ± 4.5	39.3 ± 5.5	29.5 ± 1.4
2012									
Employed or in further study	88.8 ± 1.2	85.6 ± 2.1	85.8 ± 2.2	92.0 ± 1.6	88.2 ± 2.3	87.8 ± 3.3	91.5 ± 2.7	87.4 ± 3.2	87.7 ± 0.8
Employed after training	76.2 ± 1.6	74.2 ± 2.6	77.3 ± 2.5	81.8 ± 2.2	79.5 ± 2.8	76.0 ± 4.3	83.5 ± 3.9	79.6 ± 4.2	76.9 ± 1.0
In further study after training	39.1 ± 1.9	36.6 ± 2.8	32.4 ± 2.8	38.9 ± 2.6	35.2 ± 3.4	38.2 ± 5.0	35.3 ± 5.1	33.9 ± 4.9	36.8 ± 1.2
At TAFE	57.7 ± 3.1	36.9 ± 4.4	39.8 ± 5.0	57.4 ± 4.3	47.4 ± 5.8	66.4 ± 8.2	52.8 ± 8.8	29.1 ± 7.6	48.6 ± 2.0
At University	22.3 ± 2.6	22.8 ± 3.8	22.4 ± 3.9	20.4 ± 3.5	18.6 ± 5.2	10.5 ± 5.5	19.3 ± 7.2	29.8 ± 8.6	21.7 ± 1.6
At private provider or other registered provider	20.0 ± 2.5	40.3 ± 5.0	37.8 ± 5.2	22.2 ± 3.7	34.0 ± 5.8	23.1 ± 7.4	27.9 ± 7.8	41.1 ± 8.7	29.7 ± 1.9
2011									
Employed or in further study	88.2 ± 0.8	88.5 ± 1.0	85.6 ± 0.9	90.0 ± 0.8	85.8 ± 1.3	88.0 ± 1.7	91.7 ± 1.9	88.0 ± 2.9	87.9 ± 0.4
Employed after training	76.0 ± 1.0	79.6 ± 1.2	77.5 ± 1.0	80.4 ± 1.1	75.8 ± 1.6	76.9 ± 2.3	86.0 ± 2.3	80.3 ± 3.5	77.9 ± 0.5
In further study after training	38.8 ± 1.2	34.4 ± 1.2	29.1 ± 1.1	36.2 ± 1.3	34.7 ± 1.8	37.7 ± 2.6	35.2 ± 3.4	34.5 ± 4.0	35.2 ± 0.6
At TAFE	62.4 ± 1.9	46.0 ± 2.2	37.5 ± 2.2	58.0 ± 2.2	53.8 ± 3.2	59.8 ± 4.3	40.1 ± 5.8	33.3 ± 6.8	52.9 ± 1.0
At University	19.1 ± 1.5	27.2 ± 1.8	27.0 ± 2.0	18.2 ± 1.7	14.0 ± 2.2	11.6 ± 2.8	27.8 ± 5.2	30.2 ± 6.2	21.7 ± 0.8
At private provider or other registered provider	18.6 ± 1.6	26.8 ± 2.0	35.5 ± 2.2	23.9 ± 2.0	32.2 ± 2.9	28.6 ± 4.0	32.0 ± 5.8	36.5 ± 6.6	25.4 ± 0.9

TABLE 5A.25

Table 5A.25 **Proportion of VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Employed or in further study	86.7 ± 1.3	89.1 ± 1.5	85.4 ± 1.5	89.3 ± 1.5	85.3 ± 2.9	87.6 ± 2.5	94.5 ± 2.1	88.9 ± 2.8	87.3 ± 0.7
Employed after training	72.7 ± 1.6	78.7 ± 1.8	76.5 ± 1.8	79.4 ± 1.9	77.6 ± 3.3	77.0 ± 3.1	88.2 ± 2.9	81.6 ± 3.2	76.3 ± 0.8
In further study after training	38.3 ± 1.8	36.2 ± 2.3	28.8 ± 2.0	36.8 ± 2.3	32.9 ± 3.6	34.9 ± 3.5	36.6 ± 4.8	35.5 ± 4.9	35.3 ± 1.0
At TAFE	61.1 ± 2.9	52.5 ± 3.9	45.5 ± 4.0	59.5 ± 3.9	57.7 ± 6.2	57.1 ± 6.8	37.9 ± 7.0	34.8 ± 7.5	55.6 ± 1.7
At University	22.3 ± 2.5	27.2 ± 3.5	26.8 ± 3.4	15.3 ± 2.7	21.2 ± 5.0	11.9 ± 4.6	24.2 ± 6.6	31.9 ± 8.8	22.9 ± 1.4
At private provider or other registered provider	16.6 ± 2.3	20.3 ± 3.4	27.6 ± 3.9	25.2 ± 3.6	21.1 ± 5.0	31.1 ± 6.7	37.9 ± 8.1	33.3 ± 7.8	21.5 ± 1.4
2009									
Employed or in further study	88.6 ± 0.7	89.5 ± 0.9	88.9 ± 0.8	90.1 ± 0.9	88.3 ± 1.6	91.2 ± 2.1	92.4 ± 1.8	90.8 ± 2.1	89.2 ± 0.4
Employed after training	75.4 ± 1.0	80.3 ± 1.2	81.2 ± 1.1	79.9 ± 1.2	78.5 ± 1.7	80.6 ± 3.1	85.8 ± 2.3	84.5 ± 2.8	78.6 ± 0.5
In further study after training	40.0 ± 1.2	34.7 ± 1.3	29.3 ± 1.2	37.1 ± 1.5	34.6 ± 2.1	36.1 ± 3.8	37.6 ± 3.2	38.0 ± 4.0	36.1 ± 0.6
At TAFE	64.1 ± 1.8	52.7 ± 2.4	47.4 ± 2.5	57.6 ± 2.6	60.0 ± 3.5	59.8 ± 6.3	41.0 ± 5.1	23.6 ± 5.0	57.4 ± 1.1
At University	21.2 ± 1.5	30.4 ± 2.2	24.5 ± 2.2	19.0 ± 2.0	15.8 ± 2.5	11.6 ± 4.2	23.6 ± 4.4	32.0 ± 5.6	22.7 ± 0.9
At private provider or other registered provider	14.7 ± 1.3	16.9 ± 1.7	28.1 ± 2.3	23.4 ± 2.3	24.2 ± 3.1	28.6 ± 6.1	35.4 ± 5.0	44.4 ± 6.0	19.9 ± 0.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.26

Table 5A.26 **Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed or in further study	83.6 ± 3.9	86.9 ± 9.3	73.1 ± 7.0	81.6 ± 5.4	89.4 ± 7.6	87.7 ± 6.3	75.9 ± 12.9	86.4 ± 5.9	81.5 ± 2.8
Employed after training	67.4 ± 5.0	73.5 ± 19.8	60.7 ± 7.4	67.9 ± 6.7	73.2 ± 10.8	71.6 ± 9.0	63.4 ± 14.8	78.2 ± 7.1	67.2 ± 3.5
In further study after training	38.0 ± 5.2	65.9 ± 19.2	28.9 ± 6.2	40.8 ± 7.0	48.1 ± 12.1	37.3 ± 9.4	47.3 ± 15.1	34.7 ± 8.0	38.9 ± 4.0
At TAFE	69.3 ± 8.0	44.2 ± 41.3	48.8 ± 12.1	49.5 ± 11.2	45.5 ± 17.7	76.5 ± 12.2	40.0 ± 21.8	36.1 ± 13.9	55.8 ± 7.2
At University	13.2 ± 5.9	6.8 ± 8.0	11.9 ± 7.4	10.7 ± 6.8	np	np	31.3 ± 22.0	23.8 ± 11.6	12.1 ± 3.4
At private provider or other registered provider	17.5 ± 6.7	48.9 ± 39.6	39.4 ± 12.1	39.8 ± 11.1	42.7 ± 18.2	18.7 ± 11.2	28.7 ± 19.1	40.0 ± 13.3	32.1 ± 7.0
2012									
Employed or in further study	87.5 ± 5.2	41.0 ± 24.1	75.2 ± 12.8	84.9 ± 10.2	80.7 ± 12.3	83.7 ± 15.9	73.9 ± 30.9	83.9 ± 9.4	78.9 ± 5.6
Employed after training	70.4 ± 9.0	35.6 ± 22.5	68.4 ± 13.1	70.3 ± 13.3	64.8 ± 15.2	51.4 ± 20.2	np	73.2 ± 12.1	65.5 ± 6.0
In further study after training	42.0 ± 10.0	21.0 ± 16.8	37.1 ± 13.6	36.3 ± 13.8	34.9 ± 14.9	54.2 ± 20.0	np	31.5 ± 13.0	37.6 ± 5.8
At TAFE	59.0 ± 14.8	67.9 ± 33.6	45.8 ± 22.9	55.4 ± 23.5	np	62.5 ± 26.9	np	29.4 ± 21.8	52.0 ± 9.4
At University	18.6 ± 11.7	np	18.8 ± 15.6	np	np	np	–	np	16.5 ± 6.6
At private provider or other registered provider	22.4 ± 12.7	np	35.4 ± 24.4	35.7 ± 23.0	57.0 ± 24.9	np	np	51.3 ± 24.8	31.4 ± 9.1
2011									
Employed or in further study	84.3 ± 4.4	72.3 ± 12.5	76.0 ± 4.6	79.5 ± 7.3	73.8 ± 8.0	79.0 ± 9.8	86.7 ± 14.6	79.8 ± 9.4	79.4 ± 2.6
Employed after training	72.1 ± 5.3	58.7 ± 11.9	65.1 ± 5.2	66.3 ± 8.5	60.4 ± 9.0	60.8 ± 11.9	80.3 ± 16.9	69.5 ± 11.0	67.2 ± 3.0
In further study after training	34.1 ± 5.6	34.8 ± 9.8	27.4 ± 5.1	39.2 ± 8.4	41.8 ± 9.2	42.3 ± 11.7	43.7 ± 20.7	28.3 ± 10.1	33.5 ± 2.9
At TAFE	69.1 ± 9.1	69.2 ± 14.9	41.3 ± 11.3	47.8 ± 14.0	44.7 ± 14.5	65.9 ± 16.4	np	55.4 ± 20.7	56.3 ± 5.2
At University	12.3 ± 6.5	np	16.5 ± 7.3	12.8 ± 8.6	np	np	np	32.3 ± 19.8	13.0 ± 3.4
At private provider or other registered provider	18.5 ± 7.6	29.0 ± 14.8	42.2 ± 10.7	39.4 ± 14.5	47.7 ± 14.7	24.3 ± 14.6	np	12.4 ± 10.7	30.7 ± 4.8

TABLE 5A.26

Table 5A.26 **Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Employed or in further study	84.1 ± 7.0	83.4 ± 13.0	73.5 ± 9.2	72.9 ± 11.9	71.2 ± 15.7	<i>93.2 ± 67.4</i>	97.0 ± 5.9	88.2 ± 7.1	79.6 ± 4.1
Employed after training	64.9 ± 9.3	76.3 ± 14.2	57.5 ± 10.4	60.8 ± 11.9	66.8 ± 16.5	85.4 ± 8.6	86.4 ± 13.9	78.4 ± 8.5	65.8 ± 4.8
In further study after training	45.7 ± 10.0	45.9 ± 19.6	34.9 ± 10.1	33.3 ± 10.2	<i>21.5 ± 14.6</i>	30.2 ± 12.1	<i>44.2 ± 27.0</i>	28.5 ± 10.7	37.4 ± 5.0
At TAFE	64.2 ± 15.7	<i>41.6 ± 29.4</i>	55.8 ± 18.7	45.8 ± 16.5	<i>58.9 ± 36.2</i>	97.2 ± 5.5	np	np	57.1 ± 8.7
At University	<i>20.2 ± 13.3</i>	np	<i>20.4 ± 16.8</i>	np	np	–	np	np	17.3 ± 7.3
At private provider or other registered provider	<i>15.7 ± 13.0</i>	np	<i>23.8 ± 16.5</i>	45.3 ± 16.4	np	np	np	46.7 ± 20.3	25.6 ± 7.7
2009									
Employed or in further study	86.1 ± 5.2	86.7 ± 8.9	82.2 ± 5.3	79.8 ± 7.0	80.0 ± 12.0	83.4 ± 13.8	84.7 ± 16.8	88.9 ± 5.2	84.2 ± 2.8
Employed after training	73.3 ± 6.4	80.7 ± 9.4	68.5 ± 6.6	71.8 ± 8.0	77.7 ± 12.3	65.2 ± 17.6	74.4 ± 18.7	80.2 ± 8.6	73.0 ± 3.4
In further study after training	40.8 ± 7.5	41.3 ± 12.6	35.7 ± 6.6	38.3 ± 9.2	<i>22.3 ± 12.4</i>	53.0 ± 19.2	<i>25.5 ± 17.3</i>	43.2 ± 11.9	38.9 ± 3.8
At TAFE	67.1 ± 10.5	46.9 ± 18.1	43.3 ± 12.9	52.7 ± 15.6	<i>46.7 ± 30.7</i>	<i>52.9 ± 27.7</i>	np	22.2 ± 10.5	52.8 ± 6.2
At University	<i>15.3 ± 8.1</i>	<i>20.4 ± 14.4</i>	<i>22.6 ± 11.4</i>	<i>18.0 ± 10.6</i>	np	np	np	np	16.6 ± 4.5
At private provider or other registered provider	17.6 ± 8.5	<i>32.7 ± 17.9</i>	34.1 ± 11.5	<i>29.3 ± 15.5</i>	np	np	np	72.3 ± 11.3	30.5 ± 5.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) Data for some jurisdictions are not published due to 5 or fewer responses.

(f) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

Table 5A.26 **Proportion of Aboriginal and Torres Strait Islander government funded VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.27

Table 5A.27 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed or in further study	86.7 ± 0.8	86.3 ± 1.6	88.8 ± 1.0	90.3 ± 0.8	89.6 ± 1.1	87.8 ± 1.8	91.8 ± 1.6	93.0 ± 2.1	87.6 ± 0.6
Employed after training	73.6 ± 1.1	76.1 ± 2.0	81.3 ± 1.2	80.9 ± 1.1	78.6 ± 1.5	76.7 ± 2.4	84.7 ± 2.3	88.6 ± 2.5	77.1 ± 0.8
In further study after training	37.6 ± 1.2	34.9 ± 2.2	30.2 ± 1.5	36.2 ± 1.4	37.1 ± 1.8	35.9 ± 2.6	37.2 ± 3.0	35.0 ± 3.7	35.3 ± 0.9
At TAFE	58.3 ± 2.0	35.8 ± 3.7	43.6 ± 2.8	54.8 ± 2.5	50.1 ± 3.0	51.2 ± 4.6	42.6 ± 5.3	29.3 ± 5.6	47.2 ± 1.5
At University	20.5 ± 1.7	31.5 ± 3.7	21.7 ± 2.2	19.3 ± 1.9	13.0 ± 2.1	16.8 ± 3.3	25.7 ± 5.0	32.7 ± 6.1	23.6 ± 1.4
At private provider or other registered provider	21.2 ± 1.7	32.7 ± 3.8	34.7 ± 2.9	25.9 ± 2.4	36.9 ± 3.0	31.9 ± 4.1	31.7 ± 4.6	38.0 ± 6.2	29.3 ± 1.5
2012									
Employed or in further study	88.7 ± 1.2	86.2 ± 2.1	86.2 ± 2.2	92.4 ± 1.6	88.4 ± 2.3	88.0 ± 3.4	91.9 ± 2.7	87.8 ± 3.5	88.0 ± 0.8
Employed after training	76.3 ± 1.6	74.9 ± 2.6	77.7 ± 2.6	82.2 ± 2.2	79.9 ± 2.8	77.4 ± 4.4	84.1 ± 3.9	80.2 ± 4.5	77.3 ± 1.0
In further study after training	38.8 ± 2.0	36.8 ± 2.9	32.2 ± 2.8	39.2 ± 2.7	35.0 ± 3.5	38.0 ± 5.2	35.0 ± 5.1	34.8 ± 5.3	36.7 ± 1.2
At TAFE	57.8 ± 3.2	36.8 ± 4.5	39.3 ± 5.2	57.7 ± 4.4	48.4 ± 6.0	66.8 ± 8.7	52.3 ± 9.0	28.7 ± 8.1	48.5 ± 2.0
At University	22.6 ± 2.7	23.2 ± 3.9	22.7 ± 4.1	21.1 ± 3.6	18.6 ± 5.4	10.6 ± 5.9	19.1 ± 7.3	31.5 ± 9.5	22.1 ± 1.6
At private provider or other registered provider	19.6 ± 2.6	40.0 ± 5.0	38.0 ± 5.4	21.2 ± 3.8	33.0 ± 5.9	22.6 ± 7.7	28.6 ± 8.0	39.7 ± 9.3	29.4 ± 2.0
2011									
Employed or in further study	88.3 ± 0.8	88.6 ± 1.0	86.1 ± 0.9	90.5 ± 0.8	86.2 ± 1.3	88.6 ± 1.7	92.2 ± 1.8	90.2 ± 2.5	88.1 ± 0.4
Employed after training	76.0 ± 1.0	79.7 ± 1.2	78.0 ± 1.0	80.9 ± 1.1	76.2 ± 1.7	77.7 ± 2.3	86.4 ± 2.3	83.4 ± 3.1	78.2 ± 0.5
In further study after training	39.2 ± 1.2	34.3 ± 1.3	29.2 ± 1.1	36.0 ± 1.3	34.3 ± 1.8	37.6 ± 2.8	34.8 ± 3.5	35.7 ± 4.2	35.3 ± 0.6
At TAFE	62.4 ± 2.0	45.8 ± 2.3	37.5 ± 2.2	58.6 ± 2.3	55.0 ± 3.3	59.0 ± 4.5	41.3 ± 6.0	29.7 ± 6.7	53.1 ± 1.0
At University	19.3 ± 1.6	27.4 ± 1.9	27.2 ± 2.1	18.5 ± 1.7	14.4 ± 2.4	12.1 ± 3.0	27.0 ± 5.3	29.7 ± 6.3	21.9 ± 0.8
At private provider or other registered provider	18.4 ± 1.6	26.8 ± 2.1	35.3 ± 2.2	22.9 ± 1.9	30.6 ± 2.9	28.9 ± 4.2	31.7 ± 6.0	40.6 ± 7.3	25.0 ± 0.9

TABLE 5A.27

Table 5A.27 **Proportion of non-Indigenous VET graduates in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Employed or in further study	86.7 ± 1.3	89.2 ± 1.5	85.8 ± 1.5	90.0 ± 1.5	86.1 ± 2.9	87.0 ± 2.7	94.6 ± 2.2	89.0 ± 3.1	87.6 ± 0.7
Employed after training	72.8 ± 1.6	78.8 ± 1.9	77.3 ± 1.8	80.3 ± 1.9	78.0 ± 3.4	76.2 ± 3.4	88.4 ± 2.9	82.2 ± 3.6	76.7 ± 0.9
In further study after training	38.0 ± 1.8	36.1 ± 2.3	28.4 ± 2.0	36.9 ± 2.4	33.5 ± 3.7	35.4 ± 3.7	36.2 ± 4.9	37.3 ± 5.6	35.1 ± 1.0
At TAFE	60.7 ± 3.0	52.6 ± 4.0	45.1 ± 4.1	60.0 ± 4.0	57.8 ± 6.3	54.5 ± 7.2	37.2 ± 7.4	33.7 ± 8.2	55.4 ± 1.7
At University	22.5 ± 2.6	27.7 ± 3.6	27.2 ± 3.5	15.7 ± 2.8	21.5 ± 5.1	12.8 ± 4.9	23.5 ± 6.5	35.2 ± 9.8	23.3 ± 1.5
At private provider or other registered provider	16.8 ± 2.4	19.7 ± 3.4	27.7 ± 4.0	24.2 ± 3.7	20.7 ± 5.1	32.8 ± 7.2	39.3 ± 8.3	31.0 ± 8.2	21.4 ± 1.5
2009									
Employed or in further study	88.6 ± 0.7	89.5 ± 0.9	89.1 ± 0.9	90.5 ± 1.0	88.3 ± 1.6	91.7 ± 2.1	92.5 ± 1.9	91.0 ± 2.4	89.3 ± 0.4
Employed after training	75.3 ± 1.0	80.2 ± 1.2	81.6 ± 1.1	80.2 ± 1.2	78.4 ± 1.7	81.2 ± 3.2	85.9 ± 2.3	85.2 ± 2.9	78.6 ± 0.5
In further study after training	40.0 ± 1.2	34.7 ± 1.3	29.0 ± 1.3	37.0 ± 1.6	35.1 ± 2.2	35.0 ± 3.9	37.6 ± 3.3	37.6 ± 4.3	36.1 ± 0.6
At TAFE	64.1 ± 1.8	52.9 ± 2.4	47.8 ± 2.6	57.9 ± 2.7	60.1 ± 3.6	60.9 ± 6.6	41.6 ± 5.3	24.0 ± 5.7	57.7 ± 1.1
At University	21.3 ± 1.6	30.6 ± 2.3	24.7 ± 2.2	19.1 ± 2.1	15.7 ± 2.5	12.4 ± 4.6	23.8 ± 4.6	38.8 ± 6.6	22.9 ± 0.9
At private provider or other registered provider	14.6 ± 1.4	16.5 ± 1.7	27.5 ± 2.3	23.0 ± 2.3	24.1 ± 3.1	26.7 ± 6.2	34.6 ± 5.1	37.2 ± 6.6	19.4 ± 0.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(d) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.28

Table 5A.28 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2013									
Employed or in further study	85.2 ± 1.1	84.7 ± 2.0	88.0 ± 1.3	89.4 ± 1.0	88.6 ± 1.4	100.0	90.7 ± 1.8	100.0	86.3 ± 0.8
Employed after training	70.4 ± 1.4	73.9 ± 2.5	79.6 ± 1.7	78.9 ± 1.4	76.7 ± 1.8	100.0	83.1 ± 2.4	86.4 ± 15.8	74.7 ± 1.0
In further study after training	38.7 ± 1.5	36.8 ± 2.7	30.4 ± 1.9	36.7 ± 1.6	37.7 ± 2.1	–	37.9 ± 3.1	30.8 ± 24.2	36.5 ± 1.1
At TAFE	60.9 ± 2.5	35.0 ± 4.5	41.4 ± 3.5	54.2 ± 2.7	48.4 ± 3.5	na	44.0 ± 5.4	np	47.1 ± 1.9
At University	20.5 ± 2.1	32.8 ± 4.5	25.1 ± 3.0	21.3 ± 2.3	13.3 ± 2.4	na	24.2 ± 4.9	np	24.9 ± 1.8
At private provider or other registered provider	18.6 ± 2.0	32.2 ± 4.5	33.5 ± 3.7	24.5 ± 2.4	38.3 ± 3.5	na	31.8 ± 4.8	np	28.1 ± 1.8
2012									
Employed or in further study	87.9 ± 1.5	85.2 ± 2.6	85.0 ± 3.0	92.1 ± 1.8	86.3 ± 3.1	np	91.3 ± 3.0	np	87.1 ± 1.0
Employed after training	74.7 ± 2.0	73.4 ± 3.3	76.3 ± 3.3	80.3 ± 2.7	76.0 ± 3.7	np	83.0 ± 4.3	np	75.5 ± 1.3
In further study after training	39.1 ± 2.3	36.2 ± 3.4	33.7 ± 3.7	40.0 ± 3.2	36.5 ± 4.3	np	35.9 ± 5.5	np	37.3 ± 1.5
At TAFE	57.8 ± 3.8	38.4 ± 5.4	38.7 ± 6.5	55.8 ± 5.1	47.8 ± 7.4	np	55.0 ± 9.5	np	48.9 ± 2.4
At University	23.6 ± 3.3	26.0 ± 4.9	24.9 ± 5.3	22.2 ± 4.2	19.0 ± 7.2	–	18.0 ± 7.6	–	23.7 ± 2.1
At private provider or other registered provider	18.6 ± 2.9	35.6 ± 5.9	36.5 ± 6.8	22.0 ± 4.3	33.2 ± 7.0	–	27.1 ± 8.3	np	27.4 ± 2.3
2011									
Employed or in further study	87.8 ± 0.9	87.4 ± 1.2	84.8 ± 1.2	89.5 ± 1.1	84.5 ± 1.7	67.9 ± 16.1	90.5 ± 2.4	90.3 ± 18.3	87.2 ± 0.5
Employed after training	74.8 ± 1.3	77.6 ± 1.4	75.4 ± 1.5	78.1 ± 1.5	73.4 ± 2.1	52.1 ± 16.9	84.6 ± 2.8	79.5 ± 25.9	76.1 ± 0.7
In further study after training	39.7 ± 1.5	36.0 ± 1.5	31.0 ± 1.6	37.9 ± 1.7	35.2 ± 2.2	34.7 ± 16.1	35.1 ± 3.9	np	36.6 ± 0.8
At TAFE	61.5 ± 2.4	46.1 ± 2.6	36.9 ± 3.0	57.6 ± 2.8	51.2 ± 3.9	49.0 ± 28.9	37.1 ± 6.5	np	52.4 ± 1.3
At University	20.6 ± 1.9	28.3 ± 2.2	28.9 ± 2.8	20.6 ± 2.2	14.4 ± 2.7	np	28.4 ± 6.1	np	23.3 ± 1.1
At private provider or other registered provider	17.9 ± 1.9	25.6 ± 2.4	34.2 ± 3.0	21.8 ± 2.4	34.4 ± 3.6	np	34.5 ± 6.8	–	24.3 ± 1.1

TABLE 5A.28

Table 5A.28 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
2010									
Employed or in further study	84.8 ± 1.7	88.2 ± 1.9	83.5 ± 2.2	89.3 ± 2.0	84.4 ± 3.5	58.6 ± 16.5	94.1 ± 2.5	90.9 ± 17.8	86.0 ± 0.9
Employed after training	70.0 ± 2.1	77.6 ± 2.4	74.2 ± 2.6	78.6 ± 2.5	75.8 ± 4.1	46.7 ± 16.9	87.1 ± 3.3	np	74.3 ± 1.1
In further study after training	38.5 ± 2.3	37.3 ± 2.9	29.5 ± 2.7	35.6 ± 3.0	32.0 ± 4.3	29.4 ± 15.3	37.3 ± 5.4	np	35.8 ± 1.3
At TAFE	59.2 ± 3.8	52.3 ± 4.9	41.9 ± 5.3	53.4 ± 5.2	52.5 ± 7.7	np	40.6 ± 8.2	np	53.4 ± 2.2
At University	24.3 ± 3.3	29.2 ± 4.4	31.4 ± 5.0	18.8 ± 3.7	27.7 ± 6.8	np	20.1 ± 6.4	np	25.8 ± 2.0
At private provider or other registered provider	16.5 ± 3.0	18.5 ± 4.0	26.6 ± 5.3	27.8 ± 5.0	19.8 ± 5.9	np	39.3 ± 8.9	–	20.8 ± 1.9
2009									
Employed or in further study	87.1 ± 1.0	89.0 ± 1.1	87.8 ± 1.3	90.1 ± 1.3	86.5 ± 2.1	68.3 ± 23.6	91.9 ± 2.1	77.4 ± 27.1	88.0 ± 0.6
Employed after training	73.3 ± 1.3	78.9 ± 1.5	79.6 ± 1.6	78.5 ± 1.6	75.8 ± 2.1	56.7 ± 25.5	84.9 ± 2.6	67.5 ± 27.7	76.6 ± 0.7
In further study after training	40.1 ± 1.5	35.8 ± 1.7	29.4 ± 1.8	39.4 ± 2.1	35.0 ± 2.6	np	38.3 ± 3.6	41.8 ± 26.3	36.9 ± 0.8
At TAFE	63.3 ± 2.3	50.8 ± 3.0	44.7 ± 3.7	56.6 ± 3.4	59.9 ± 4.3	np	39.7 ± 5.7	np	56.5 ± 1.4
At University	23.3 ± 2.0	34.6 ± 2.9	28.3 ± 3.3	20.5 ± 2.6	17.3 ± 3.1	np	23.7 ± 5.0	78.6 ± 27.8	25.5 ± 1.2
At private provider or other registered provider	13.5 ± 1.7	14.5 ± 2.0	27.0 ± 3.3	22.8 ± 2.9	22.8 ± 3.8	np	36.5 ± 5.6	–	18.0 ± 1.1

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(d) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

Table 5A.28 **Proportion of VET graduates from major cities in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(h) There are no major cities in Tasmania and the NT. Data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.29

Table 5A.29 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2013									
Employed or in further study	89.0 ± 1.4	89.5 ± 2.6	88.0 ± 2.2	92.5 ± 2.1	88.9 ± 3.3	87.7 ± 2.2	94.7 ± 4.7	100.0	89.1 ± 1.1
Employed after training	77.9 ± 1.8	80.1 ± 3.4	80.5 ± 2.6	83.5 ± 3.0	82.7 ± 4.0	76.5 ± 2.8	90.3 ± 6.5	95.5 ± 9.0	79.6 ± 1.4
In further study after training	35.7 ± 2.1	31.4 ± 3.9	30.5 ± 3.0	41.2 ± 4.9	33.0 ± 4.8	37.5 ± 3.1	29.9 ± 10.7	np	33.5 ± 1.7
At TAFE	55.9 ± 3.6	38.1 ± 7.0	46.2 ± 5.9	50.6 ± 8.8	54.2 ± 8.8	50.4 ± 5.3	41.8 ± 22.0	–	47.8 ± 3.0
At University	20.1 ± 3.0	25.8 ± 6.8	16.7 ± 4.1	11.2 ± 3.9	14.0 ± 6.5	16.0 ± 3.8	26.1 ± 20.5	np	20.5 ± 2.6
At private provider or other registered provider	24.1 ± 3.2	36.1 ± 7.6	37.1 ± 6.2	38.2 ± 9.9	31.8 ± 8.2	33.5 ± 4.8	32.1 ± 18.2	np	31.8 ± 3.0
2012									
Employed or in further study	90.2 ± 2.2	85.9 ± 4.2	84.5 ± 4.8	92.7 ± 4.0	88.3 ± 6.6	87.0 ± 4.5	98.7 ± 2.5	np	87.7 ± 1.8
Employed after training	80.0 ± 3.0	75.0 ± 5.2	75.3 ± 5.6	85.4 ± 5.3	84.8 ± 7.0	75.0 ± 5.6	95.2 ± 7.3	np	77.9 ± 2.2
In further study after training	38.6 ± 3.9	37.9 ± 5.7	25.9 ± 5.3	37.6 ± 7.8	34.9 ± 9.1	36.2 ± 6.3	30.3 ± 18.1	–	35.5 ± 2.5
At TAFE	57.4 ± 6.5	34.8 ± 8.6	40.8 ± 11.3	59.9 ± 12.6	55.4 ± 14.5	69.4 ± 10.5	54.0 ± 31.0	na	48.5 ± 4.4
At University	19.9 ± 5.2	16.6 ± 6.3	23.2 ± 9.8	24.1 ± 11.5	19.8 ± 12.1	10.9 ± 7.1	np	na	19.0 ± 3.3
At private provider or other registered provider	22.7 ± 5.8	48.6 ± 9.9	36.0 ± 11.6	16.0 ± 8.6	24.8 ± 12.7	19.7 ± 9.3	np	na	32.5 ± 4.7
2011									
Employed or in further study	88.7 ± 1.6	90.8 ± 1.8	85.0 ± 1.7	90.0 ± 1.9	88.4 ± 3.0	90.5 ± 2.2	95.7 ± 2.8	np	88.8 ± 0.8
Employed after training	77.9 ± 2.0	83.9 ± 2.2	76.6 ± 2.1	81.7 ± 2.4	80.2 ± 4.1	79.4 ± 3.0	90.7 ± 4.3	np	79.8 ± 1.0
In further study after training	37.3 ± 2.4	31.9 ± 2.5	28.5 ± 2.2	33.8 ± 2.8	34.6 ± 4.9	39.2 ± 3.8	34.9 ± 7.9	np	33.8 ± 1.2
At TAFE	63.3 ± 4.0	43.9 ± 4.5	34.2 ± 4.4	52.7 ± 5.1	58.6 ± 8.9	53.6 ± 6.1	51.4 ± 13.8	np	52.0 ± 2.2
At University	17.7 ± 3.1	25.8 ± 3.8	25.6 ± 4.0	15.6 ± 3.5	13.3 ± 6.3	13.5 ± 4.2	20.3 ± 10.9	–	20.2 ± 1.7
At private provider or other registered provider	19.0 ± 3.4	30.2 ± 4.4	40.3 ± 4.6	31.8 ± 4.9	28.1 ± 7.8	32.8 ± 5.8	28.3 ± 11.9	–	27.8 ± 2.0

TABLE 5A.29

Table 5A.29 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2010									
Employed or in further study	90.6 ± 2.1	90.9 ± 2.5	86.5 ± 3.0	89.8 ± 3.4	87.5 ± 6.3	90.4 ± 3.3	95.3 ± 3.7	np	89.7 ± 1.2
Employed after training	77.3 ± 2.9	80.8 ± 3.2	77.9 ± 3.7	80.4 ± 4.5	82.4 ± 7.1	79.7 ± 4.6	91.7 ± 5.3	np	79.1 ± 1.6
In further study after training	38.5 ± 3.6	34.0 ± 4.1	27.8 ± 4.0	38.6 ± 5.7	36.8 ± 10.4	37.4 ± 5.3	30.5 ± 10.3	–	35.1 ± 2.0
At TAFE	59.0 ± 5.8	49.7 ± 7.2	48.3 ± 8.4	72.3 ± 8.3	78.3 ± 12.7	55.6 ± 9.5	29.0 ± 14.9	na	57.3 ± 3.4
At University	21.3 ± 4.7	26.7 ± 6.7	21.1 ± 6.1	12.3 ± 6.2	np	11.1 ± 5.1	40.0 ± 19.2	na	20.0 ± 2.7
At private provider or other registered provider	19.7 ± 5.0	23.6 ± 6.8	30.6 ± 7.9	15.4 ± 6.4	20.8 ± 12.7	33.3 ± 9.2	31.0 ± 19.2	na	22.7 ± 3.0
2009									
Employed or in further study	91.4 ± 1.4	90.9 ± 1.4	89.2 ± 1.8	91.0 ± 2.1	93.0 ± 2.5	93.1 ± 2.6	94.0 ± 4.1	90.9 ± 17.5	91.1 ± 0.7
Employed after training	77.8 ± 2.2	83.4 ± 2.0	81.5 ± 2.2	81.7 ± 2.8	85.2 ± 3.4	83.8 ± 3.9	88.1 ± 5.2	48.0 ± 36.3	80.9 ± 1.1
In further study after training	40.4 ± 2.5	32.2 ± 2.3	29.9 ± 2.6	34.5 ± 3.6	32.7 ± 4.7	36.1 ± 5.4	34.7 ± 7.9	np	35.6 ± 1.3
At TAFE	64.2 ± 3.7	54.5 ± 4.3	45.2 ± 5.1	59.2 ± 6.4	63.4 ± 8.3	67.0 ± 9.0	47.6 ± 13.7	np	59.0 ± 2.2
At University	18.9 ± 3.1	23.0 ± 3.8	25.0 ± 4.7	19.1 ± 5.4	13.5 ± 5.2	13.1 ± 6.3	20.9 ± 10.2	np	20.1 ± 1.8
At private provider or other registered provider	16.9 ± 2.8	22.5 ± 3.6	29.8 ± 4.8	21.7 ± 5.4	23.1 ± 7.8	19.9 ± 7.9	31.4 ± 13.7	–	20.9 ± 1.8

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(d) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

Table 5A.29 **Proportion of VET graduates from inner regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(h) There are no inner regional areas in the NT. Data for the NT are for students from inner regional areas throughout Australia studying in those jurisdictions. Some data for the ACT and the NT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.30

Table 5A.30 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2013									
Employed or in further study	89.5 ± 2.1	93.6 ± 3.2	87.7 ± 3.0	90.5 ± 2.3	93.4 ± 2.6	88.1 ± 3.0	100.0	91.4 ± 2.6	90.4 ± 1.2
Employed after training	80.0 ± 2.8	89.2 ± 4.2	81.8 ± 3.3	85.4 ± 2.6	81.3 ± 4.0	76.5 ± 4.2	72.7 ± 41.2	85.5 ± 3.1	82.9 ± 1.5
In further study after training	35.1 ± 3.4	27.2 ± 7.3	27.6 ± 3.3	31.2 ± 3.4	37.6 ± 5.0	34.4 ± 4.5	np	34.8 ± 4.0	31.7 ± 1.9
At TAFE	59.3 ± 6.0	40.5 ± 15.2	50.3 ± 6.9	62.3 ± 6.3	53.1 ± 8.3	59.2 ± 7.9	np	28.4 ± 6.3	51.7 ± 3.7
At University	18.6 ± 4.8	19.8 ± 12.6	14.5 ± 4.3	13.5 ± 3.6	9.1 ± 4.6	14.2 ± 5.3	np	32.5 ± 6.7	17.0 ± 2.7
At private provider or other registered provider	22.1 ± 5.4	39.7 ± 16.3	35.2 ± 7.0	24.3 ± 6.1	37.8 ± 8.2	26.6 ± 6.8	np	39.1 ± 6.7	31.3 ± 3.7
2012									
Employed or in further study	92.2 ± 3.3	88.1 ± 6.6	88.6 ± 5.1	88.4 ± 6.8	91.3 ± 5.6	88.4 ± 5.3	np	86.4 ± 4.1	89.4 ± 2.2
Employed after training	77.6 ± 6.8	79.4 ± 8.2	82.3 ± 5.8	80.3 ± 7.7	82.6 ± 7.2	78.0 ± 7.0	np	76.5 ± 5.4	80.0 ± 2.8
In further study after training	40.5 ± 8.3	35.7 ± 9.7	37.0 ± 7.1	32.0 ± 7.5	27.8 ± 9.3	37.0 ± 8.3	–	33.0 ± 6.0	35.6 ± 3.4
At TAFE	59.5 ± 12.1	29.8 ± 15.1	39.8 ± 11.4	66.0 ± 15.2	57.3 ± 20.5	63.0 ± 14.2	na	24.5 ± 8.6	47.6 ± 5.9
At University	20.7 ± 9.7	15.7 ± 10.8	17.6 ± 8.1	8.1 ± 5.7	17.7 ± 13.2	np	na	32.3 ± 11.3	17.7 ± 4.1
At private provider or other registered provider	19.9 ± 9.4	54.5 ± 17.6	42.6 ± 12.0	25.8 ± 15.6	25.0 ± 22.6	26.0 ± 12.6	na	43.1 ± 11.1	34.6 ± 6.0
2011									
Employed or in further study	89.6 ± 2.1	91.2 ± 2.6	87.9 ± 1.7	91.0 ± 2.4	85.2 ± 3.3	86.0 ± 2.8	100.0	86.7 ± 3.8	88.7 ± 1.0
Employed after training	78.2 ± 2.8	84.9 ± 3.5	82.3 ± 2.0	83.6 ± 3.0	75.8 ± 4.1	74.8 ± 3.6	92.9 ± 10.5	78.3 ± 4.3	80.2 ± 1.2
In further study after training	37.0 ± 3.3	26.5 ± 4.3	25.1 ± 2.3	33.1 ± 3.7	34.9 ± 4.7	36.1 ± 4.0	36.4 ± 22.7	35.6 ± 4.8	31.9 ± 1.5
At TAFE	67.1 ± 5.2	52.2 ± 8.8	39.1 ± 5.2	70.9 ± 6.1	61.0 ± 8.3	67.8 ± 6.5	59.6 ± 32.6	29.6 ± 7.5	57.4 ± 2.7
At University	15.2 ± 4.1	18.0 ± 7.8	25.4 ± 4.6	11.9 ± 4.3	13.0 ± 6.4	9.4 ± 4.1	np	29.3 ± 7.2	17.6 ± 2.1
At private provider or other registered provider	17.6 ± 4.3	29.8 ± 8.1	35.5 ± 5.1	17.3 ± 5.1	26.0 ± 7.3	22.8 ± 5.8	–	41.1 ± 8.1	24.9 ± 2.3

TABLE 5A.30

Table 5A.30 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2010									
Employed or in further study	88.1 ± 3.5	90.6 ± 4.0	87.3 ± 3.3	87.7 ± 5.1	86.2 ± 8.0	90.3 ± 3.2	100.0	87.7 ± 4.1	88.2 ± 1.7
Employed after training	75.4 ± 4.9	79.1 ± 6.9	77.0 ± 4.3	81.5 ± 6.4	78.2 ± 8.7	80.3 ± 4.1	97.0 ± 5.9	81.4 ± 5.0	77.7 ± 2.3
In further study after training	36.7 ± 5.3	35.8 ± 8.5	28.6 ± 4.9	38.6 ± 7.7	31.8 ± 10.0	33.7 ± 5.3	<i>48.9 ± 29.5</i>	32.8 ± 7.4	33.5 ± 2.6
At TAFE	77.3 ± 7.4	63.7 ± 16.5	49.1 ± 10.1	57.1 ± 12.8	65.4 ± 16.2	65.6 ± 9.9	np	23.1 ± 10.6	61.6 ± 4.7
At University	14.9 ± 6.7	<i>11.3 ± 9.8</i>	24.1 ± 9.0	<i>6.2 ± 7.2</i>	np	<i>7.9 ± 5.4</i>	np	38.4 ± 14.1	16.8 ± 3.7
At private provider or other registered provider	<i>7.8 ± 3.9</i>	<i>25.0 ± 14.9</i>	26.8 ± 9.4	36.7 ± 11.7	<i>22.3 ± 15.6</i>	26.4 ± 9.7	np	38.5 ± 12.9	21.5 ± 3.9
2009									
Employed or in further study	90.9 ± 1.9	87.8 ± 3.7	89.9 ± 1.6	88.8 ± 3.0	91.0 ± 4.1	90.0 ± 3.4	95.1 ± 9.4	88.0 ± 3.4	90.0 ± 1.0
Employed after training	79.9 ± 2.6	79.6 ± 5.4	83.0 ± 2.1	79.7 ± 3.6	81.8 ± 5.8	78.6 ± 5.1	91.1 ± 11.9	82.1 ± 3.8	80.8 ± 1.4
In further study after training	39.0 ± 3.4	34.0 ± 4.7	27.0 ± 2.5	29.6 ± 4.3	35.3 ± 7.7	36.0 ± 5.9	<i>37.5 ± 21.7</i>	39.6 ± 5.6	33.9 ± 1.7
At TAFE	65.5 ± 5.2	62.1 ± 8.0	51.9 ± 5.4	59.9 ± 8.6	61.6 ± 14.1	55.3 ± 9.8	np	27.1 ± 7.4	58.6 ± 3.0
At University	16.6 ± 4.1	16.5 ± 6.1	17.9 ± 4.2	16.0 ± 6.0	<i>12.7 ± 7.9</i>	<i>9.5 ± 6.1</i>	np	38.4 ± 8.3	16.9 ± 2.2
At private provider or other registered provider	18.0 ± 4.1	21.3 ± 7.0	30.2 ± 5.0	24.1 ± 8.2	<i>25.7 ± 12.9</i>	35.2 ± 9.8	np	34.5 ± 8.1	24.6 ± 2.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(d) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

Table 5A.30 **Proportion of VET graduates from outer regional areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (h)</i>	<i>NT (h)</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(h) There are no inner regional areas in the NT. Data for the NT are for students from inner regional areas throughout Australia studying in those jurisdictions. Some data for the ACT and the NT are not published due to 5 or fewer responses.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.31

Table 5A.31 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed or in further study	88.0 ± 6.4	99.1 ± 2.0	87.1 ± 6.0	91.7 ± 2.3	95.9 ± 3.2	89.4 ± 7.6	np	91.9 ± 3.5	90.7 ± 2.1
Employed after training	79.7 ± 7.6	99.1 ± 2.0	83.2 ± 6.2	86.3 ± 3.1	93.7 ± 4.0	75.8 ± 11.2	np	89.8 ± 3.8	85.9 ± 2.3
In further study after training	37.9 ± 10.6	8.6 ± 12.7	32.3 ± 6.6	32.4 ± 4.0	39.1 ± 9.1	36.0 ± 12.0	np	36.2 ± 6.2	34.2 ± 3.1
At TAFE	48.6 ± 17.7	np	53.7 ± 12.3	59.4 ± 7.7	48.7 ± 14.9	55.2 ± 20.9	–	34.9 ± 10.1	51.4 ± 5.5
At University	14.5 ± 13.0	np	10.3 ± 5.0	12.0 ± 5.2	14.4 ± 11.5	np	–	24.4 ± 8.8	14.0 ± 3.6
At private provider or other registered provider	36.9 ± 19.2	np	36.0 ± 12.3	28.6 ± 7.2	36.9 ± 14.4	29.5 ± 19.1	np	40.7 ± 10.6	34.6 ± 5.5
2012									
Employed or in further study	91.3 ± 7.3	np	92.4 ± 6.2	95.1 ± 3.8	90.7 ± 7.3	100.0	np	90.5 ± 5.1	93.0 ± 2.5
Employed after training	76.6 ± 19.7	np	85.2 ± 10.6	90.8 ± 5.9	86.7 ± 8.5	75.9 ± 26.2	np	87.8 ± 5.5	86.4 ± 4.4
In further study after training	48.3 ± 21.0	–	36.1 ± 16.2	38.9 ± 9.9	36.1 ± 14.8	82.6 ± 23.5	–	35.5 ± 8.8	39.7 ± 6.3
At TAFE	59.2 ± 28.9	na	54.1 ± 30.7	62.3 ± 16.5	26.9 ± 19.7	np	na	39.5 ± 14.4	52.3 ± 10.8
At University	np	na	np	10.2 ± 9.5	np	np	na	22.7 ± 11.2	9.7 ± 4.5
At private provider or other registered provider	37.9 ± 29.0	na	40.4 ± 30.7	27.5 ± 15.5	60.9 ± 22.5	np	na	37.8 ± 14.4	38.0 ± 10.7
2011									
Employed or in further study	84.4 ± 9.5	100.0	86.9 ± 3.5	92.8 ± 2.7	92.5 ± 4.2	91.5 ± 7.4	na	90.9 ± 4.2	89.8 ± 1.9
Employed after training	73.5 ± 10.8	90.0 ± 14.6	82.5 ± 4.2	89.1 ± 3.1	84.5 ± 5.7	82.7 ± 9.7	na	84.5 ± 6.1	84.1 ± 2.3
In further study after training	40.2 ± 11.8	59.5 ± 33.1	29.6 ± 5.0	33.9 ± 4.6	33.4 ± 7.3	35.6 ± 12.3	na	32.4 ± 7.3	33.5 ± 2.9
At TAFE	73.2 ± 17.8	np	53.6 ± 10.3	59.0 ± 8.3	63.2 ± 12.3	62.2 ± 19.9	na	40.3 ± 13.8	58.2 ± 5.2
At University	16.5 ± 14.0	–	15.2 ± 7.0	11.7 ± 4.9	8.7 ± 6.3	np	na	31.6 ± 12.2	14.8 ± 3.6
At private provider or other registered provider	np	np	31.2 ± 9.9	29.4 ± 7.8	28.1 ± 11.6	28.0 ± 18.1	na	28.2 ± 11.3	27.0 ± 4.7

TABLE 5A.31

Table 5A.31 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Employed or in further study	95.1 ± 6.4	83.0 ± 30.9	90.3 ± 4.8	92.2 ± 3.3	90.3 ± 9.6	100.0	na	91.9 ± 5.4	91.8 ± 2.5
Employed after training	83.3 ± 11.2	87.2 ± 24.1	87.5 ± 5.0	84.6 ± 6.2	88.7 ± 9.8	86.7 ± 13.1	na	84.5 ± 6.3	86.0 ± 3.3
In further study after training	39.0 ± 16.0	np	28.5 ± 8.2	37.6 ± 8.0	37.3 ± 16.1	<i>20.6 ± 16.4</i>	na	37.0 ± 10.1	33.8 ± 5.0
At TAFE	66.9 ± 25.3	np	53.7 ± 16.6	72.1 ± 12.7	43.2 ± 24.6	np	na	57.6 ± 14.8	61.2 ± 8.8
At University	np	–	np	<i>12.3 ± 9.5</i>	np	–	na	<i>22.2 ± 14.6</i>	13.8 ± 5.9
At private provider or other registered provider	np	–	<i>28.3 ± 16.2</i>	<i>15.6 ± 10.3</i>	<i>37.5 ± 24.9</i>	np	na	<i>20.2 ± 11.4</i>	25.1 ± 8.4
2009									
Employed or in further study	89.8 ± 5.5	94.6 ± 4.7	93.0 ± 2.5	91.9 ± 2.6	95.7 ± 4.0	95.5 ± 6.2	np	94.6 ± 3.2	92.7 ± 1.5
Employed after training	75.4 ± 8.3	81.8 ± 11.9	87.3 ± 3.5	87.3 ± 3.3	94.2 ± 4.3	87.0 ± 13.0	np	89.9 ± 4.8	85.7 ± 2.3
In further study after training	37.2 ± 10.1	30.1 ± 10.8	32.3 ± 5.0	34.2 ± 4.8	33.9 ± 8.9	<i>30.5 ± 18.4</i>	np	31.4 ± 10.8	33.7 ± 3.0
At TAFE	87.9 ± 8.9	64.2 ± 23.4	63.0 ± 9.7	61.0 ± 8.9	45.6 ± 15.4	np	np	<i>18.7 ± 11.4</i>	62.5 ± 5.4
At University	np	np	<i>13.1 ± 7.3</i>	11.0 ± 4.7	np	–	–	<i>14.4 ± 9.7</i>	8.8 ± 2.8
At private provider or other registered provider	np	<i>30.1 ± 23.7</i>	23.9 ± 8.0	28.0 ± 8.8	51.0 ± 15.7	np	–	66.9 ± 14.6	28.6 ± 5.0

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.
- (c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.
- (d) There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in those jurisdictions. Some data for NSW, Victoria, SA, Tasmania and the ACT are not published due to 5 or fewer responses.
- (e) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.31 **Proportion of VET graduates from remote and very remote areas in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(g)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.								
(h)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).								
	na Not available. – Nil or rounded to zero. np Not published.								

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.32

Table 5A.32 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed or in further study	74.7 ± 3.2	71.7 ± 7.4	72.5 ± 5.1	82.0 ± 3.7	78.3 ± 5.2	71.2 ± 6.8	71.7 ± 8.2	79.6 ± 9.8	74.2 ± 2.6
Employed after training	50.9 ± 3.7	54.9 ± 7.8	58.6 ± 5.4	60.8 ± 5.0	56.0 ± 6.0	50.3 ± 7.4	57.2 ± 9.1	73.3 ± 10.7	54.8 ± 2.8
In further study after training	41.4 ± 3.6	30.6 ± 6.9	32.7 ± 5.0	46.9 ± 5.1	45.9 ± 6.0	38.4 ± 7.3	35.2 ± 8.9	32.9 ± 11.1	37.4 ± 2.6
At TAFE	67.1 ± 5.2	51.4 ± 12.9	43.2 ± 8.8	59.3 ± 7.6	54.4 ± 8.9	66.3 ± 11.4	47.8 ± 16.3	23.3 ± 16.3	57.2 ± 4.0
At University	14.3 ± 3.8	13.0 ± 5.6	19.7 ± 6.9	10.6 ± 4.5	10.9 ± 5.2	14.9 ± 8.3	21.7 ± 13.7	26.0 ± 17.0	14.2 ± 2.3
At private provider or other registered provider	18.7 ± 4.4	35.5 ± 12.2	37.1 ± 9.2	30.0 ± 7.3	34.7 ± 8.6	18.8 ± 9.5	30.5 ± 14.6	50.8 ± 20.3	28.6 ± 3.8
2012									
Employed or in further study	77.9 ± 4.4	66.8 ± 9.8	68.0 ± 9.9	80.1 ± 11.0	75.8 ± 10.2	76.6 ± 13.6	80.0 ± 12.8	75.5 ± 16.4	73.1 ± 3.8
Employed after training	53.1 ± 5.9	48.1 ± 10.2	52.5 ± 10.3	51.0 ± 10.6	57.6 ± 11.7	42.3 ± 15.8	61.3 ± 16.3	60.4 ± 18.1	51.9 ± 4.1
In further study after training	44.1 ± 5.9	33.4 ± 9.4	29.4 ± 8.8	52.3 ± 10.6	34.5 ± 10.5	40.9 ± 15.4	53.0 ± 16.8	45.0 ± 18.0	38.5 ± 3.9
At TAFE	73.2 ± 7.9	42.1 ± 16.5	38.3 ± 15.6	73.6 ± 10.7	42.2 ± 16.1	91.1 ± 16.3	61.0 ± 23.4	np	58.4 ± 6.2
At University	12.3 ± 6.0	15.1 ± 9.9	13.3 ± 10.3	15.0 ± 8.5	25.9 ± 13.7	–	np	np	14.2 ± 3.8
At private provider or other registered provider	14.6 ± 6.2	42.8 ± 17.4	48.4 ± 17.2	11.4 ± 7.4	31.9 ± 15.8	np	27.9 ± 20.9	47.1 ± 27.0	27.4 ± 6.2
2011									
Employed or in further study	73.6 ± 3.4	71.4 ± 5.2	66.5 ± 3.8	75.7 ± 4.6	70.0 ± 4.5	74.0 ± 7.1	72.6 ± 9.2	70.3 ± 17.8	71.5 ± 1.9
Employed after training	48.5 ± 3.8	54.5 ± 5.2	51.1 ± 4.0	55.6 ± 5.2	49.2 ± 5.0	52.4 ± 8.4	58.5 ± 10.2	65.8 ± 17.7	51.3 ± 2.0
In further study after training	44.0 ± 3.7	33.2 ± 4.5	28.9 ± 3.7	39.4 ± 5.1	33.9 ± 4.8	43.7 ± 8.2	28.1 ± 8.8	26.6 ± 13.1	37.0 ± 1.9
At TAFE	74.1 ± 4.9	52.7 ± 8.0	44.3 ± 7.7	59.4 ± 8.5	53.9 ± 8.7	61.8 ± 11.6	43.6 ± 17.4	46.2 ± 25.7	61.6 ± 3.1
At University	15.2 ± 4.0	18.9 ± 6.6	15.5 ± 5.4	12.1 ± 5.0	6.2 ± 4.0	11.2 ± 7.1	20.4 ± 14.4	np	14.7 ± 2.3
At private provider or other registered provider	10.8 ± 3.6	28.4 ± 6.6	40.1 ± 7.7	28.5 ± 8.3	39.9 ± 8.5	27.0 ± 10.9	36.0 ± 17.2	np	23.7 ± 2.7

TABLE 5A.32

Table 5A.32 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Employed or in further study	71.6 ± 5.5	76.9 ± 5.6	63.6 ± 7.6	81.8 ± 8.1	72.3 ± 10.3	71.7 ± 13.3	81.3 ± 16.1	92.0 ± 9.4	72.5 ± 3.1
Employed after training	49.8 ± 5.8	59.4 ± 6.8	44.5 ± 7.6	67.3 ± 9.8	56.2 ± 12.2	52.8 ± 13.6	62.0 ± 17.1	77.4 ± 15.1	53.5 ± 3.3
In further study after training	39.4 ± 5.7	34.0 ± 6.9	30.4 ± 7.3	38.5 ± 10.1	32.1 ± 11.9	33.9 ± 12.1	36.2 ± 17.4	46.0 ± 19.9	35.7 ± 3.2
At TAFE	68.7 ± 8.9	48.5 ± 11.7	44.3 ± 14.0	63.7 ± 15.7	76.2 ± 20.4	62.0 ± 21.1	21.5 ± 18.4	np	59.2 ± 5.6
At University	15.4 ± 7.1	22.1 ± 9.4	26.7 ± 14.2	7.8 ± 7.7	np	np	np	np	17.6 ± 4.6
At private provider or other registered provider	15.9 ± 7.3	29.5 ± 12.4	29.0 ± 13.9	28.5 ± 15.0	12.4 ± 10.9	32.6 ± 21.2	53.7 ± 26.1	np	23.2 ± 5.0
2009									
Employed or in further study	74.7 ± 3.5	76.3 ± 4.2	76.1 ± 4.1	82.9 ± 4.5	73.5 ± 7.3	81.3 ± 10.1	83.1 ± 8.9	81.0 ± 12.2	76.4 ± 2.0
Employed after training	45.4 ± 4.3	60.1 ± 5.0	60.2 ± 4.8	63.2 ± 5.8	55.8 ± 7.9	54.0 ± 13.3	70.6 ± 10.0	78.3 ± 13.0	54.7 ± 2.3
In further study after training	44.7 ± 4.2	37.8 ± 4.7	35.5 ± 4.8	42.7 ± 6.1	33.7 ± 7.6	44.5 ± 13.5	46.5 ± 11.4	36.4 ± 16.7	40.5 ± 2.3
At TAFE	73.8 ± 5.6	60.0 ± 7.7	46.9 ± 8.4	72.3 ± 8.4	59.0 ± 13.1	39.9 ± 20.1	32.8 ± 14.6	np	63.3 ± 3.6
At University	12.0 ± 4.5	19.4 ± 6.4	15.3 ± 6.4	8.6 ± 5.1	11.4 ± 7.9	np	16.7 ± 9.0	np	13.6 ± 2.6
At private provider or other registered provider	14.2 ± 4.2	20.6 ± 6.1	37.8 ± 8.4	19.0 ± 7.5	29.6 ± 12.1	49.5 ± 22.3	50.5 ± 16.9	45.3 ± 27.7	23.1 ± 3.1

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(d) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

(e) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.32 **Proportion of VET graduates reporting disability in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.33

Table 5A.33 **Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed or in further study	78.4 ± 2.1	81.7 ± 3.8	82.7 ± 3.3	82.9 ± 2.4	82.2 ± 3.6	86.7 ± 6.8	86.6 ± 4.4	92.1 ± 3.9	81.0 ± 1.6
Employed after training	59.1 ± 2.5	68.3 ± 4.5	69.5 ± 3.9	68.5 ± 2.9	64.0 ± 4.5	66.4 ± 9.6	76.0 ± 5.7	83.8 ± 5.4	65.3 ± 2.0
In further study after training	39.2 ± 2.5	35.6 ± 4.8	32.8 ± 3.9	35.2 ± 3.0	40.7 ± 4.6	42.5 ± 10.1	38.4 ± 6.3	37.8 ± 7.7	36.9 ± 2.0
At TAFE	65.2 ± 3.9	27.9 ± 6.8	49.3 ± 7.0	60.0 ± 5.2	50.7 ± 7.4	46.9 ± 15.0	50.3 ± 11.0	30.5 ± 11.8	48.3 ± 3.4
At University	20.1 ± 3.3	34.5 ± 8.2	25.5 ± 6.1	18.5 ± 4.2	16.2 ± 5.4	22.9 ± 12.7	17.6 ± 8.1	31.6 ± 11.9	25.4 ± 3.3
At private provider or other registered provider	14.7 ± 3.0	37.6 ± 8.5	25.1 ± 6.6	21.5 ± 4.5	33.1 ± 7.3	30.2 ± 14.0	32.0 ± 9.9	37.9 ± 12.6	26.3 ± 3.5
2012									
Employed or in further study	82.6 ± 3.0	83.3 ± 4.3	77.3 ± 7.7	88.4 ± 3.4	80.7 ± 8.0	69.8 ± 18.5	83.2 ± 8.3	82.4 ± 8.7	82.7 ± 2.1
Employed after training	63.5 ± 3.7	65.8 ± 5.9	64.5 ± 8.3	72.4 ± 4.9	67.4 ± 8.7	48.9 ± 19.2	70.5 ± 12.1	74.9 ± 9.9	65.5 ± 2.7
In further study after training	40.0 ± 3.8	34.4 ± 5.9	33.3 ± 7.8	45.6 ± 5.9	33.4 ± 8.3	35.7 ± 18.0	31.8 ± 12.0	33.9 ± 11.8	37.4 ± 2.7
At TAFE	59.4 ± 5.9	36.9 ± 9.3	50.5 ± 13.6	57.9 ± 8.9	52.7 ± 15.0	79.0 ± 25.9	43.1 ± 22.1	30.9 ± 19.4	51.1 ± 4.4
At University	27.8 ± 5.7	24.0 ± 8.5	30.8 ± 12.5	25.0 ± 8.1	21.7 ± 11.6	np	31.5 ± 25.8	53.7 ± 21.7	26.4 ± 3.8
At private provider or other registered provider	12.7 ± 3.8	39.0 ± 10.8	18.7 ± 11.6	17.1 ± 6.9	25.5 ± 13.8	np	25.4 ± 19.7	15.4 ± 12.9	22.5 ± 4.3
2011									
Employed or in further study	81.7 ± 1.8	82.7 ± 2.1	79.2 ± 2.8	84.4 ± 2.2	77.6 ± 4.8	78.5 ± 7.8	87.5 ± 5.4	82.9 ± 9.2	81.8 ± 1.1
Employed after training	61.9 ± 2.3	68.0 ± 2.5	66.7 ± 3.3	66.5 ± 2.9	62.3 ± 5.5	58.0 ± 9.5	80.4 ± 6.6	74.7 ± 10.3	65.0 ± 1.3
In further study after training	40.7 ± 2.4	35.4 ± 2.5	32.2 ± 3.3	43.7 ± 3.1	36.8 ± 5.3	39.5 ± 9.4	37.9 ± 8.6	26.7 ± 9.4	38.3 ± 1.3
At TAFE	63.4 ± 3.7	47.5 ± 4.1	41.5 ± 6.0	62.0 ± 4.7	61.3 ± 8.5	68.9 ± 13.9	32.5 ± 13.9	34.5 ± 22.3	56.5 ± 2.2
At University	23.0 ± 3.2	33.8 ± 4.0	31.6 ± 5.7	20.1 ± 3.8	12.7 ± 5.5	np	42.0 ± 15.2	33.1 ± 16.9	25.6 ± 1.9
At private provider or other registered provider	13.6 ± 2.7	18.7 ± 3.5	27.0 ± 5.6	17.9 ± 3.7	26.0 ± 7.3	20.1 ± 12.3	25.5 ± 12.8	32.4 ± 18.1	17.9 ± 1.7

TABLE 5A.33

Table 5A.33 **Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Employed or in further study	78.5 ± 3.1	82.5 ± 4.0	77.7 ± 4.8	81.4 ± 4.4	84.1 ± 7.2	79.4 ± 11.5	93.5 ± 3.6	84.7 ± 6.5	80.3 ± 1.9
Employed after training	57.2 ± 3.6	67.3 ± 4.7	62.3 ± 5.5	66.4 ± 4.9	68.0 ± 8.8	64.1 ± 14.1	86.5 ± 5.9	76.3 ± 8.2	62.5 ± 2.2
In further study after training	38.2 ± 3.6	39.5 ± 4.9	36.4 ± 5.7	42.2 ± 5.4	38.4 ± 8.7	32.3 ± 12.9	30.5 ± 10.0	33.4 ± 11.7	38.4 ± 2.2
At TAFE	60.1 ± 5.7	46.5 ± 7.8	50.0 ± 9.9	64.8 ± 8.0	49.9 ± 12.1	49.2 ± 24.6	45.6 ± 19.3	18.5 ± 15.9	55.2 ± 3.6
At University	25.7 ± 5.0	33.0 ± 7.6	26.3 ± 8.5	16.4 ± 6.2	30.3 ± 9.0	np	32.9 ± 18.2	46.3 ± 22.6	27.0 ± 3.2
At private provider or other registered provider	14.2 ± 4.4	20.6 ± 7.2	23.7 ± 9.1	18.8 ± 6.6	19.8 ± 11.3	np	21.5 ± 17.3	35.2 ± 19.5	17.9 ± 3.0
2009									
Employed or in further study	80.4 ± 1.8	83.3 ± 2.4	82.9 ± 3.3	83.6 ± 3.0	82.2 ± 5.8	88.7 ± 10.6	86.3 ± 5.3	83.3 ± 7.6	81.9 ± 1.2
Employed after training	59.9 ± 2.2	68.4 ± 2.9	69.5 ± 4.1	64.5 ± 3.9	63.6 ± 5.7	72.3 ± 17.1	80.6 ± 6.0	75.8 ± 8.3	64.0 ± 1.4
In further study after training	43.4 ± 2.3	37.6 ± 3.0	33.9 ± 4.2	43.2 ± 4.2	39.3 ± 6.9	34.2 ± 17.5	31.2 ± 7.9	30.3 ± 9.0	40.5 ± 1.5
At TAFE	62.8 ± 3.4	52.9 ± 5.1	48.0 ± 7.6	59.5 ± 6.5	64.8 ± 9.4	75.2 ± 26.7	51.0 ± 15.1	29.3 ± 14.8	59.1 ± 2.4
At University	26.4 ± 3.2	34.9 ± 5.1	30.1 ± 7.2	23.8 ± 5.8	13.6 ± 6.1	np	21.3 ± 11.9	38.1 ± 16.0	27.3 ± 2.2
At private provider or other registered provider	10.8 ± 2.3	12.1 ± 3.1	21.9 ± 6.1	16.7 ± 5.2	21.6 ± 7.9	np	27.7 ± 13.3	32.5 ± 17.4	13.6 ± 1.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Graduates 'employed after training' and graduates 'in further study after training' are subsets of graduates who are 'employed or in further study'. Graduates can be both employed and engaged in further study.

(c) 'At private provider or other registered provider' includes private providers, secondary schools, and other registered providers.

(d) Certain data are not published due to 5 or fewer responses.

(e) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Table 5A.33 **Proportion of VET graduates speaking a language other than English at home in employment and/or continued on to further study after completing a course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

np Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.34

Table 5A.34 **Labour force status after the course of VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed	43.1 ± 2.8	45.7 ± 5.5	52.5 ± 4.2	55.8 ± 3.9	42.2 ± 4.5	49.9 ± 6.5	57.5 ± 9.7	53.6 ± 11.2	46.6 ± 2.2
Unemployed	47.9 ± 2.8	47.3 ± 5.5	42.1 ± 4.2	36.6 ± 3.8	50.0 ± 4.5	42.5 ± 6.5	32.8 ± 9.2	38.9 ± 11.0	45.9 ± 2.2
Not in the labour force	8.9 ± 1.5	7.0 ± 2.7	5.2 ± 1.6	6.7 ± 1.9	7.7 ± 2.2	7.5 ± 3.3	9.7 ± 5.5	7.5 ± 5.5	7.4 ± 1.1
2012									
Employed	50.1 ± 4.7	51.6 ± 7.1	52.5 ± 7.6	51.8 ± 7.9	46.6 ± 8.8	56.4 ± 12.2	53.6 ± 17.1	52.5 ± 14.9	51.1 ± 3.1
Unemployed	40.3 ± 4.6	37.2 ± 6.7	42.1 ± 7.5	43.1 ± 7.9	41.7 ± 8.4	35.7 ± 11.7	41.2 ± 16.6	40.4 ± 14.8	40.1 ± 3.0
Not in the labour force	9.6 ± 2.7	11.2 ± 4.2	5.4 ± 2.8	5.1 ± 2.9	11.7 ± 5.5	np	np	np	8.8 ± 1.7
2011									
Employed	45.6 ± 3.0	55.7 ± 3.9	51.3 ± 2.8	51.9 ± 4.0	47.9 ± 3.9	52.6 ± 7.2	56.6 ± 12.7	49.7 ± 14.7	50.1 ± 1.6
Unemployed	45.9 ± 3.0	35.8 ± 3.8	42.2 ± 2.8	38.2 ± 3.9	45.3 ± 3.9	38.6 ± 7.1	37.4 ± 12.3	33.5 ± 13.9	41.9 ± 1.5
Not in the labour force	8.3 ± 1.5	8.3 ± 1.9	6.3 ± 1.3	9.4 ± 2.4	6.6 ± 1.8	8.0 ± 3.7	4.9 ± 4.5	16.8 ± 12.2	7.8 ± 0.8
2010									
Employed	46.4 ± 4.5	55.0 ± 5.9	44.6 ± 6.0	51.1 ± 8.2	42.8 ± 8.9	53.0 ± 10.1	73.7 ± 15.6	68.1 ± 18.6	48.6 ± 2.7
Unemployed	43.8 ± 4.4	36.6 ± 5.8	45.7 ± 6.1	42.1 ± 8.2	49.7 ± 9.2	42.4 ± 10.0	20.4 ± 13.5	25.7 ± 15.9	42.5 ± 2.7
Not in the labour force	9.7 ± 2.9	8.0 ± 2.7	9.6 ± 3.2	6.8 ± 4.3	7.3 ± 4.9	4.2 ± 3.9	np	np	8.7 ± 1.5
2009									
Employed	48.3 ± 3.3	53.6 ± 4.2	53.5 ± 4.3	54.3 ± 5.9	51.4 ± 6.4	61.8 ± 9.6	63.8 ± 12.8	47.1 ± 18.1	51.5 ± 2.0
Unemployed	39.7 ± 3.2	37.1 ± 4.2	35.6 ± 4.1	31.7 ± 5.4	33.1 ± 6.4	29.3 ± 9.0	23.2 ± 10.2	43.9 ± 17.9	37.0 ± 1.9
Not in the labour force	11.6 ± 2.1	8.6 ± 2.5	9.9 ± 2.6	13.8 ± 4.3	15.0 ± 4.1	8.1 ± 5.1	12.9 ± 9.4	np	11.0 ± 1.2
2008									
Employed	49.1 ± 5.6	66.6 ± 6.7	64.6 ± 8.0	59.1 ± 11.9	72.6 ± 13.4	49.0 ± 15.4	45.7 ± 19.8	69.4 ± 18.2	57.3 ± 3.5
Unemployed	39.5 ± 5.5	28.5 ± 6.4	28.2 ± 7.9	34.0 ± 11.3	22.4 ± 12.5	42.9 ± 15.2	31.7 ± 16.9	28.4 ± 17.8	34.0 ± 3.4
Not in the labour force	10.3 ± 3.1	4.9 ± 2.5	6.6 ± 3.2	6.9 ± 5.9	np	np	22.6 ± 17.7	np	8.2 ± 1.7

TABLE 5A.34

Table 5A.34 **Labour force status after the course of VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
Employed	53.9 ± 3.7	62.0 ± 4.5	68.7 ± 4.5	59.6 ± 6.3	67.0 ± 6.7	62.4 ± 8.9	54.0 ± 16.2	57.7 ± 19.2	59.2 ± 2.2
Unemployed	36.8 ± 3.6	31.4 ± 4.3	22.5 ± 3.9	30.5 ± 5.9	25.0 ± 6.3	30.6 ± 8.5	32.6 ± 14.9	37.6 ± 19.6	32.3 ± 2.1
Not in the labour force	8.9 ± 2.1	6.3 ± 2.1	8.3 ± 2.8	9.6 ± 3.8	7.0 ± 3.2	6.9 ± 4.5	13.3 ± 10.3	np	8.2 ± 1.2
2006									
Employed	55.6 ± 6.2	61.6 ± 6.4	62.2 ± 6.8	65.3 ± 8.2	60.4 ± 9.8	68.4 ± 16.2	72.3 ± 16.0	69.7 ± 17.5	59.1 ± 3.6
Unemployed	31.7 ± 5.7	29.5 ± 6.0	29.4 ± 6.3	28.4 ± 7.5	30.8 ± 9.5	29.0 ± 16.3	19.0 ± 11.1	27.7 ± 17.2	30.4 ± 3.3
Not in the labour force	12.7 ± 4.1	8.6 ± 3.5	8.2 ± 2.7	6.3 ± 4.5	8.8 ± 5.2	np	np	np	10.3 ± 2.2
2005									
Employed	50.4 ± 4.6	59.2 ± 4.4	59.8 ± 4.3	58.5 ± 5.0	63.1 ± 6.0	59.5 ± 9.9	54.6 ± 12.2	63.3 ± 12.8	55.1 ± 2.5
Unemployed	40.7 ± 4.4	30.4 ± 4.1	32.5 ± 4.2	32.9 ± 4.9	28.9 ± 5.7	29.6 ± 9.1	40.1 ± 12.2	20.3 ± 10.9	36.0 ± 2.4
Not in the labour force	8.4 ± 2.3	8.8 ± 2.6	7.2 ± 2.0	8.3 ± 2.5	8.0 ± 3.1	10.1 ± 6.2	np	16.4 ± 8.2	8.3 ± 1.3

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Some data for SA, the ACT and the NT are not published due to 5 or fewer responses.

(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(d) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

np Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.35

Table 5A.35 **Labour force status after the course of Aboriginal and Torres Strait Islander VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed	43.2 ± 12.5	22.6 ± 24.2	32.8 ± 12.3	57.4 ± 15.5	34.7 ± 23.8	43.0 ± 23.5	np	50.2 ± 18.8	39.1 ± 7.1
Unemployed	46.4 ± 12.4	64.3 ± 34.1	59.9 ± 13.3	34.2 ± 14.8	59.7 ± 24.1	54.3 ± 23.8	np	45.3 ± 18.7	52.4 ± 7.6
Not in the labour force	10.4 ± 7.5	np	7.3 ± 7.3	np	np	np	np	np	8.6 ± 3.9
2012									
Employed	38.4 ± 18.8	26.4 ± 30.0	45.1 ± 26.3	36.2 ± 30.4	np	np	–	59.7 ± 25.9	40.3 ± 12.9
Unemployed	39.2 ± 22.5	72.5 ± 30.4	50.0 ± 26.0	63.8 ± 30.4	np	np	np	np	50.8 ± 13.4
Not in the labour force	22.4 ± 16.3	np	np	–	np	np	–	np	8.4 ± 5.0
2011									
Employed	47.8 ± 14.3	45.7 ± 21.1	34.9 ± 9.6	59.5 ± 17.4	30.7 ± 13.2	35.9 ± 26.7	np	42.7 ± 24.9	42.5 ± 6.2
Unemployed	46.5 ± 14.3	49.1 ± 22.2	57.3 ± 10.0	36.0 ± 17.2	58.6 ± 14.6	60.8 ± 27.5	np	np	49.8 ± 6.3
Not in the labour force	np	np	7.8 ± 5.4	np	np	np	–	np	7.5 ± 3.1
2010									
Employed	32.8 ± 20.1	np	32.6 ± 24.0	30.4 ± 16.7	np	72.2 ± 18.2	np	np	33.1 ± 9.7
Unemployed	45.7 ± 21.5	57.9 ± 37.5	62.5 ± 24.3	64.1 ± 19.1	np	np	np	np	56.8 ± 10.6
Not in the labour force	np	np	np	np	np	np	–	–	9.4 ± 7.1
2009									
Employed	46.7 ± 16.2	72.2 ± 23.1	41.2 ± 20.0	49.3 ± 27.9	71.5 ± 26.2	58.6 ± 31.3	–	np	52.7 ± 9.6
Unemployed	45.5 ± 16.3	np	53.8 ± 20.2	43.6 ± 27.5	np	np	–	np	42.0 ± 9.6
Not in the labour force	np	np	np	np	–	–	np	–	5.3 ± 3.7
2008									
Employed	np	np	78.6 ± 16.7	np	np	np	na	86.5 ± 24.7	37.3 ± 15.7
Unemployed	67.1 ± 29.3	np	20.0 ± 16.2	np	np	–	na	np	50.3 ± 17.8
Not in the labour force	np	–	np	np	np	–	na	–	np

TABLE 5A.35

Table 5A.35 **Labour force status after the course of Aboriginal and Torres Strait Islander VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
Employed	55.1 ± 18.6	np	68.2 ± 20.1	33.7 ± 26.7	np	np	na	np	53.6 ± 10.9
Unemployed	38.6 ± 18.3	np	29.8 ± 20.1	50.4 ± 27.8	np	np	na	np	39.4 ± 10.8
Not in the labour force	np	np	np	np	np	–	na	–	7.0 ± 4.7
2006									
Employed	np	np	44.7 ± 17.6	np	np	np	np	np	49.3 ± 16.3
Unemployed	44.2 ± 37.6	np	27.1 ± 17.1	58.0 ± 31.0	np	np	–	np	42.4 ± 15.6
Not in the labour force	–	–	np	–	–	np	–	np	np
2005									
Employed	50.2 ± 21.7	np	54.0 ± 16.8	48.6 ± 28.4	np	np	–	91.3 ± 12.7	51.5 ± 11.5
Unemployed	44.9 ± 20.9	np	46.0 ± 16.8	38.8 ± 26.6	np	np	np	np	43.5 ± 11.1
Not in the labour force	np	np	–	np	np	–	–	–	4.4 ± 3.0

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Aboriginal and Torres Strait Islander students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.

(c) Some data are not published due to 5 or fewer responses.

(d) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(e) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.

(f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.36

Table 5A.36 **Labour force status after the course of non-Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed	43.1 ± 2.9	45.9 ± 5.5	55.1 ± 4.3	55.7 ± 4.1	42.4 ± 4.6	50.5 ± 6.8	58.0 ± 10.2	56.1 ± 13.7	47.0 ± 2.3
Unemployed	47.9 ± 2.9	47.1 ± 5.5	39.9 ± 4.3	36.9 ± 3.9	49.7 ± 4.6	41.6 ± 6.7	32.6 ± 9.7	34.3 ± 13.1	45.6 ± 2.3
Not in the labour force	8.8 ± 1.6	6.9 ± 2.8	4.9 ± 1.5	6.5 ± 2.0	7.8 ± 2.2	7.8 ± 3.6	9.4 ± 5.6	np	7.3 ± 1.1
2012									
Employed	50.7 ± 4.8	52.8 ± 7.2	53.2 ± 7.9	53.0 ± 8.1	45.9 ± 9.1	57.1 ± 12.9	57.3 ± 17.3	50.2 ± 17.9	51.8 ± 3.2
Unemployed	40.5 ± 4.7	35.6 ± 6.7	41.3 ± 7.8	41.4 ± 8.2	42.5 ± 8.7	37.1 ± 12.6	37.1 ± 16.7	42.5 ± 17.8	39.4 ± 3.1
Not in the labour force	8.7 ± 2.7	11.5 ± 4.4	5.4 ± 3.0	5.6 ± 3.1	11.6 ± 5.7	np	np	np	8.8 ± 1.7
2011									
Employed	45.2 ± 3.1	56.0 ± 4.0	52.7 ± 2.9	51.9 ± 4.2	49.3 ± 4.1	53.6 ± 7.3	55.9 ± 13.2	55.1 ± 16.5	50.5 ± 1.6
Unemployed	46.0 ± 3.1	35.6 ± 3.9	40.9 ± 2.9	37.6 ± 4.0	44.7 ± 4.1	37.0 ± 7.1	37.8 ± 12.7	36.8 ± 15.5	41.4 ± 1.6
Not in the labour force	8.7 ± 1.6	8.3 ± 2.0	6.3 ± 1.4	10.0 ± 2.6	5.8 ± 1.7	8.5 ± 4.0	5.2 ± 4.8	np	7.8 ± 0.8
2010									
Employed	46.8 ± 4.6	55.2 ± 6.1	45.4 ± 6.2	54.4 ± 8.8	46.4 ± 9.5	51.2 ± 10.9	74.5 ± 15.8	49.5 ± 23.1	49.3 ± 2.8
Unemployed	43.8 ± 4.6	36.3 ± 5.9	44.5 ± 6.3	38.6 ± 8.6	45.8 ± 9.6	44.6 ± 10.8	19.4 ± 13.5	39.5 ± 20.2	41.8 ± 2.8
Not in the labour force	9.4 ± 2.9	8.1 ± 2.7	10.0 ± 3.3	7.1 ± 4.6	7.7 ± 5.3	4.2 ± 4.2	np	np	8.7 ± 1.6
2009									
Employed	48.6 ± 3.3	53.2 ± 4.3	54.3 ± 4.5	54.8 ± 6.1	50.8 ± 6.5	62.2 ± 10.0	64.5 ± 12.8	41.9 ± 20.1	51.6 ± 2.0
Unemployed	39.5 ± 3.2	37.3 ± 4.2	34.8 ± 4.2	31.2 ± 5.5	33.1 ± 6.5	27.6 ± 9.1	23.5 ± 10.3	45.3 ± 20.7	36.8 ± 2.0
Not in the labour force	11.4 ± 2.0	8.9 ± 2.6	10.2 ± 2.7	13.9 ± 4.4	15.6 ± 4.3	9.2 ± 5.7	12.0 ± 9.3	np	11.1 ± 1.2
2008									
Employed	50.5 ± 5.7	66.8 ± 6.7	62.9 ± 8.4	61.9 ± 11.7	74.9 ± 13.6	47.3 ± 15.8	45.7 ± 19.8	66.0 ± 21.4	57.9 ± 3.6
Unemployed	38.2 ± 5.6	28.2 ± 6.5	29.3 ± 8.4	31.3 ± 11.0	22.4 ± 13.1	44.3 ± 15.6	31.7 ± 16.9	31.3 ± 20.9	33.4 ± 3.5
Not in the labour force	10.3 ± 3.1	5.0 ± 2.6	7.0 ± 3.5	np	np	np	22.6 ± 17.7	np	8.1 ± 1.7

TABLE 5A.36

Table 5A.36 **Labour force status after the course of non-Indigenous VET graduates who were unemployed prior to the course (per cent) (a), (b), (c), (d), (e), (f), (g)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007									
Employed	53.7 ± 3.8	62.2 ± 4.6	68.6 ± 4.6	60.8 ± 6.5	68.2 ± 6.7	64.7 ± 9.2	54.0 ± 16.2	56.6 ± 18.0	59.3 ± 2.3
Unemployed	37.0 ± 3.7	31.3 ± 4.4	22.0 ± 4.0	29.5 ± 6.0	24.5 ± 6.3	27.9 ± 8.7	32.6 ± 14.9	38.1 ± 18.9	32.1 ± 2.2
Not in the labour force	9.1 ± 2.2	6.2 ± 2.1	8.7 ± 3.0	9.3 ± 3.9	6.3 ± 3.1	7.5 ± 4.8	13.3 ± 10.3	np	8.3 ± 1.3
2006									
Employed	56.1 ± 6.3	61.4 ± 6.5	63.7 ± 7.1	67.3 ± 8.6	62.5 ± 10.0	69.8 ± 17.4	69.3 ± 17.0	77.7 ± 19.9	59.9 ± 3.7
Unemployed	30.9 ± 5.8	29.5 ± 6.1	29.8 ± 6.7	25.9 ± 7.8	28.1 ± 9.5	29.2 ± 17.4	21.1 ± 11.9	np	29.8 ± 3.4
Not in the labour force	12.9 ± 4.2	8.8 ± 3.5	6.3 ± 2.7	6.9 ± 4.9	9.3 ± 5.5	np	np	–	10.2 ± 2.3
2005									
Employed	50.5 ± 4.7	59.7 ± 4.5	60.3 ± 4.5	58.8 ± 5.1	63.8 ± 6.1	58.9 ± 10.5	57.8 ± 12.3	51.9 ± 15.1	55.3 ± 2.6
Unemployed	40.3 ± 4.5	30.1 ± 4.1	31.8 ± 4.3	32.8 ± 5.0	28.2 ± 5.8	29.3 ± 9.5	36.6 ± 12.1	25.0 ± 13.7	35.6 ± 2.5
Not in the labour force	8.6 ± 2.4	8.7 ± 2.6	7.4 ± 2.1	8.1 ± 2.6	8.0 ± 3.2	11.0 ± 6.7	np	23.1 ± 11.1	8.4 ± 1.3

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Aboriginal and Torres Strait Islander students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (c) Some data are not published due to 5 or fewer responses.
- (d) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (e) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.
- (f) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (g) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.37

Table 5A.37 **Labour force status after the course of VET graduates who were employed prior to the course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Employed	90.2 ± 0.9	88.8 ± 1.7	90.1 ± 1.1	89.8 ± 1.0	92.1 ± 1.2	89.7 ± 2.2	92.3 ± 2.0	93.6 ± 2.0	89.9 ± 0.7
Unemployed	5.8 ± 0.7	7.8 ± 1.5	6.3 ± 0.9	5.9 ± 0.8	4.7 ± 0.9	5.9 ± 1.7	4.9 ± 1.7	3.5 ± 1.5	6.4 ± 0.6
Not in the labour force	3.9 ± 0.6	3.2 ± 0.9	3.6 ± 0.6	4.2 ± 0.6	3.2 ± 0.8	4.4 ± 1.4	2.8 ± 1.2	2.9 ± 1.3	3.6 ± 0.4
2012									
Employed	90.1 ± 1.3	87.6 ± 2.5	89.5 ± 2.2	92.4 ± 1.7	93.1 ± 1.8	90.3 ± 3.5	93.3 ± 3.1	90.3 ± 3.6	90.0 ± 0.9
Unemployed	5.7 ± 1.1	7.2 ± 2.1	6.4 ± 1.8	4.3 ± 1.4	4.5 ± 1.5	6.1 ± 2.8	4.3 ± 2.5	4.7 ± 2.2	5.9 ± 0.8
Not in the labour force	4.2 ± 0.8	5.1 ± 1.5	4.1 ± 1.4	3.2 ± 1.0	2.3 ± 1.0	3.6 ± 2.2	2.4 ± 2.0	5.0 ± 3.0	4.1 ± 0.5
2011									
Employed	90.3 ± 0.8	89.4 ± 1.0	88.7 ± 0.9	90.6 ± 0.9	89.4 ± 1.4	89.1 ± 2.0	94.1 ± 1.8	91.1 ± 2.5	89.9 ± 0.4
Unemployed	5.7 ± 0.7	6.0 ± 0.8	7.4 ± 0.8	4.8 ± 0.7	6.8 ± 1.1	5.8 ± 1.5	2.4 ± 1.2	4.3 ± 1.8	6.0 ± 0.3
Not in the labour force	3.9 ± 0.5	4.4 ± 0.6	3.7 ± 0.5	4.4 ± 0.6	3.6 ± 0.9	5.1 ± 1.4	3.4 ± 1.4	4.6 ± 1.8	4.1 ± 0.3
2010									
Employed	87.2 ± 1.5	89.6 ± 1.6	87.4 ± 1.7	89.1 ± 1.8	88.9 ± 2.9	88.5 ± 3.2	92.0 ± 2.9	90.9 ± 2.9	88.3 ± 0.8
Unemployed	7.5 ± 1.2	6.0 ± 1.3	7.4 ± 1.3	6.5 ± 1.4	5.7 ± 2.0	5.8 ± 2.6	4.0 ± 2.2	4.8 ± 1.9	6.8 ± 0.6
Not in the labour force	4.9 ± 0.9	4.1 ± 1.0	4.9 ± 1.1	4.2 ± 1.1	5.2 ± 2.2	5.5 ± 1.9	4.1 ± 1.9	4.3 ± 2.2	4.7 ± 0.5
2009									
Employed	88.7 ± 0.9	90.1 ± 1.0	89.4 ± 1.0	88.5 ± 1.2	89.5 ± 1.8	89.9 ± 3.1	92.6 ± 1.9	92.0 ± 2.5	89.3 ± 0.5
Unemployed	6.7 ± 0.7	6.0 ± 0.8	6.2 ± 0.8	6.6 ± 0.9	6.6 ± 1.6	6.9 ± 2.8	3.8 ± 1.4	5.3 ± 2.2	6.3 ± 0.4
Not in the labour force	4.5 ± 0.6	3.8 ± 0.6	4.2 ± 0.6	4.7 ± 0.8	3.6 ± 0.9	3.1 ± 1.4	3.5 ± 1.4	2.7 ± 1.2	4.2 ± 0.3

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(d) Numbers may not add to 100 per cent due to 'not employed - no further information' responses (not presented here) and to rounding.

Table 5A.37 **Labour force status after the course of VET graduates who were employed prior to the course (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.38

Table 5A.38 **VET graduates employed after their course who undertook their course for employment related reasons, relevance of course to main job (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Highly relevant	58.5 ± 1.5	49.9 ± 2.9	60.4 ± 1.9	59.6 ± 1.8	58.1 ± 2.2	62.3 ± 3.0	52.2 ± 3.5	58.1 ± 4.0	56.2 ± 1.1
Some relevance	25.8 ± 1.4	28.8 ± 2.7	25.2 ± 1.7	23.4 ± 1.5	26.9 ± 2.0	24.7 ± 2.6	29.8 ± 3.2	27.9 ± 3.5	26.5 ± 1.0
Very little relevance	6.8 ± 0.7	8.8 ± 1.7	6.0 ± 0.9	7.2 ± 0.9	6.8 ± 1.1	5.7 ± 1.5	9.0 ± 2.0	6.5 ± 2.0	7.3 ± 0.6
Not relevant at all	9.0 ± 0.9	12.6 ± 2.0	8.5 ± 1.1	9.7 ± 1.0	8.3 ± 1.2	7.3 ± 1.6	9.0 ± 2.1	7.5 ± 2.2	10.0 ± 0.7
2012									
Highly relevant	58.6 ± 2.5	50.3 ± 3.6	55.2 ± 3.7	61.9 ± 3.1	55.6 ± 4.3	62.3 ± 6.2	53.5 ± 6.6	60.4 ± 6.4	56.0 ± 1.5
Some relevance	25.2 ± 2.2	30.8 ± 3.4	24.6 ± 3.3	21.3 ± 2.7	28.3 ± 3.7	21.3 ± 5.1	29.1 ± 5.9	25.1 ± 5.7	26.3 ± 1.4
Very little relevance	7.0 ± 1.3	6.1 ± 1.7	7.9 ± 2.2	7.0 ± 1.6	6.4 ± 1.8	5.1 ± 2.8	7.8 ± 3.6	7.6 ± 3.1	6.8 ± 0.8
Not relevant at all	9.2 ± 1.3	12.9 ± 2.6	12.3 ± 2.4	9.8 ± 1.7	9.7 ± 2.9	11.3 ± 4.1	9.7 ± 3.6	7.0 ± 3.2	10.8 ± 0.9
2011									
Highly relevant	57.0 ± 1.5	56.8 ± 1.6	59.1 ± 1.5	59.7 ± 1.6	57.3 ± 2.3	58.9 ± 3.5	57.2 ± 4.1	62.4 ± 5.2	57.8 ± 0.7
Some relevance	26.1 ± 1.4	26.2 ± 1.4	23.2 ± 1.3	24.0 ± 1.4	25.4 ± 2.0	24.4 ± 3.0	26.9 ± 3.6	22.8 ± 4.5	25.2 ± 0.7
Very little relevance	7.2 ± 0.8	7.6 ± 0.8	7.4 ± 0.8	6.3 ± 0.8	6.8 ± 1.1	5.6 ± 1.8	8.1 ± 2.2	6.3 ± 2.6	7.2 ± 0.4
Not relevant at all	9.7 ± 0.9	9.4 ± 0.9	10.3 ± 0.9	10.0 ± 1.0	10.5 ± 1.4	11.1 ± 2.2	7.8 ± 2.4	8.5 ± 2.6	9.8 ± 0.4
2010									
Highly relevant	56.6 ± 2.4	55.7 ± 2.8	57.3 ± 2.9	60.1 ± 3.0	56.7 ± 5.0	59.7 ± 5.0	54.3 ± 6.2	65.4 ± 7.0	57.1 ± 1.3
Some relevance	25.4 ± 2.1	26.0 ± 2.5	25.0 ± 2.6	21.6 ± 2.6	25.1 ± 4.4	24.4 ± 4.5	29.5 ± 5.8	23.0 ± 6.6	25.0 ± 1.1
Very little relevance	7.3 ± 1.3	7.6 ± 1.5	7.0 ± 1.4	7.2 ± 1.7	6.7 ± 2.3	6.5 ± 2.7	6.1 ± 2.5	4.5 ± 2.4	7.2 ± 0.7
Not relevant at all	10.7 ± 1.4	10.7 ± 1.8	10.7 ± 1.8	11.1 ± 1.8	11.5 ± 3.3	9.4 ± 2.7	10.2 ± 3.5	7.2 ± 3.1	10.7 ± 0.8
2009									
Highly relevant	56.0 ± 1.6	54.3 ± 1.7	60.8 ± 1.7	59.6 ± 2.0	52.6 ± 2.5	59.9 ± 4.7	55.6 ± 4.1	64.1 ± 5.0	56.7 ± 0.8
Some relevance	25.7 ± 1.4	27.9 ± 1.6	22.5 ± 1.4	23.3 ± 1.8	26.9 ± 2.3	27.1 ± 4.2	26.3 ± 3.5	22.8 ± 4.1	25.5 ± 0.7
Very little relevance	8.1 ± 0.9	7.6 ± 0.9	7.1 ± 0.9	6.8 ± 1.0	8.8 ± 1.4	5.7 ± 2.2	7.0 ± 2.0	4.7 ± 2.0	7.6 ± 0.4
Not relevant at all	10.3 ± 0.9	10.2 ± 1.1	9.6 ± 1.0	10.3 ± 1.2	11.7 ± 1.6	7.3 ± 2.4	11.1 ± 2.6	8.4 ± 3.0	10.2 ± 0.5

TABLE 5A.38

Table 5A.38 VET graduates employed after their course who undertook their course for employment related reasons, relevance of course to main job (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(c) Numbers may not add to 100 due to rounding.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.39

Table 5A.39 **VET graduates who undertook their course for employment related reasons, by job related benefits (per cent)**
(a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Obtained a job	28.4 ± 1.4	31.7 ± 2.7	31.8 ± 1.8	34.2 ± 1.7	25.4 ± 2.0	31.5 ± 3.0	26.6 ± 3.4	27.0 ± 3.8	30.3 ± 1.0
An increase in earnings	23.7 ± 1.4	21.2 ± 2.3	30.7 ± 1.8	27.7 ± 1.7	21.5 ± 1.9	25.6 ± 2.8	24.0 ± 3.2	33.9 ± 4.0	24.5 ± 0.9
A promotion (or increased status at work)	34.2 ± 1.5	29.8 ± 2.7	35.3 ± 1.9	34.0 ± 1.7	34.7 ± 2.1	32.6 ± 2.9	40.1 ± 3.5	41.0 ± 4.0	33.2 ± 1.0
Change of job or new job	15.7 ± 1.1	18.4 ± 2.4	20.7 ± 1.6	19.8 ± 1.4	13.4 ± 1.5	18.0 ± 2.5	15.3 ± 2.5	21.4 ± 3.4	17.7 ± 0.9
Ability to start own business	7.1 ± 0.8	8.2 ± 1.6	9.1 ± 1.1	7.4 ± 0.9	5.5 ± 1.0	5.7 ± 1.6	4.0 ± 1.6	8.1 ± 2.3	7.6 ± 0.6
At least one benefit	77.4 ± 1.3	73.8 ± 2.6	78.6 ± 1.6	78.6 ± 1.4	74.2 ± 1.9	78.4 ± 2.4	74.3 ± 3.0	75.0 ± 3.4	76.3 ± 0.9
2012									
Obtained a job	32.5 ± 2.4	33.7 ± 3.3	39.3 ± 3.7	37.9 ± 3.2	29.4 ± 4.1	39.6 ± 6.4	30.6 ± 6.6	37.4 ± 6.5	34.5 ± 1.4
An increase in earnings	28.4 ± 2.3	27.0 ± 3.3	33.9 ± 3.5	34.3 ± 3.2	29.1 ± 4.2	39.2 ± 6.4	30.6 ± 6.2	36.0 ± 6.2	30.1 ± 1.4
A promotion (or increased status at work)	34.9 ± 2.4	27.4 ± 3.2	34.2 ± 3.5	35.7 ± 3.2	34.6 ± 4.1	34.6 ± 6.3	41.0 ± 6.6	37.1 ± 6.2	33.1 ± 1.4
Change of job or new job	19.3 ± 1.9	18.6 ± 2.7	26.1 ± 3.4	23.9 ± 2.8	18.2 ± 3.2	22.2 ± 5.4	19.1 ± 5.3	19.4 ± 5.1	20.8 ± 1.2
Ability to start own business	8.8 ± 1.4	9.4 ± 1.9	8.8 ± 2.2	8.2 ± 1.7	6.1 ± 1.8	5.8 ± 2.8	7.3 ± 3.5	10.2 ± 4.1	8.6 ± 0.8
At least one benefit	77.7 ± 2.0	74.7 ± 3.3	82.4 ± 2.7	81.5 ± 2.4	79.7 ± 3.6	83.3 ± 4.7	76.0 ± 5.5	78.9 ± 5.2	78.5 ± 1.2
2011									
Obtained a job	30.2 ± 1.5	35.4 ± 1.6	39.0 ± 1.5	36.0 ± 1.6	31.0 ± 2.1	35.2 ± 3.4	28.1 ± 3.9	34.1 ± 5.5	33.9 ± 0.7
An increase in earnings	25.0 ± 1.4	28.0 ± 1.4	31.8 ± 1.5	32.4 ± 1.6	25.7 ± 2.0	32.5 ± 3.3	29.5 ± 3.9	36.5 ± 5.2	28.3 ± 0.7
A promotion (or increased status at work)	32.6 ± 1.5	28.8 ± 1.4	29.7 ± 1.4	32.5 ± 1.6	31.9 ± 2.1	31.2 ± 3.3	39.3 ± 4.1	37.0 ± 5.2	31.3 ± 0.7
Change of job or new job	18.4 ± 1.2	17.1 ± 1.1	20.5 ± 1.2	19.5 ± 1.3	18.9 ± 1.8	20.5 ± 2.8	16.0 ± 2.9	22.8 ± 4.6	18.7 ± 0.6
Ability to start own business	7.8 ± 0.8	8.1 ± 0.8	9.3 ± 0.9	7.7 ± 0.9	6.0 ± 1.2	6.5 ± 1.8	6.5 ± 2.2	5.6 ± 2.2	7.9 ± 0.4
At least one benefit	78.3 ± 1.2	79.6 ± 1.3	82.7 ± 1.1	79.9 ± 1.3	75.6 ± 2.0	80.9 ± 2.8	79.5 ± 3.3	82.1 ± 4.1	79.6 ± 0.6

TABLE 5A.39

Table 5A.39 **VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Obtained a job	34.3 ± 2.3	35.3 ± 2.7	42.3 ± 2.8	38.9 ± 3.1	36.4 ± 4.8	34.6 ± 4.4	29.9 ± 5.9	37.0 ± 7.0	36.7 ± 1.2
An increase in earnings	29.3 ± 2.3	29.4 ± 2.7	38.4 ± 2.7	37.5 ± 3.1	30.1 ± 4.9	40.4 ± 5.0	33.9 ± 5.9	41.6 ± 7.6	32.6 ± 1.2
A promotion (or increased status at work)	31.0 ± 2.3	29.5 ± 2.6	29.3 ± 2.6	33.0 ± 3.0	31.1 ± 4.7	37.7 ± 5.0	37.9 ± 6.4	36.7 ± 7.8	31.0 ± 1.2
Change of job or new job	19.2 ± 2.0	17.7 ± 2.2	22.2 ± 2.5	21.2 ± 2.5	18.5 ± 3.9	21.2 ± 3.9	17.9 ± 4.9	27.4 ± 7.2	19.8 ± 1.1
Ability to start own business	8.6 ± 1.4	7.1 ± 1.4	8.5 ± 1.5	9.5 ± 1.9	4.9 ± 1.9	6.4 ± 1.9	10.9 ± 4.4	11.3 ± 5.1	8.1 ± 0.7
At least one benefit	75.3 ± 2.1	76.8 ± 2.4	80.5 ± 2.2	79.7 ± 2.4	77.4 ± 4.6	84.3 ± 3.4	76.8 ± 4.9	74.4 ± 6.9	77.6 ± 1.1
2009									
Obtained a job	32.4 ± 1.5	35.3 ± 1.7	39.7 ± 1.7	39.0 ± 2.1	32.2 ± 2.3	35.8 ± 4.5	29.8 ± 3.7	36.5 ± 6.0	35.0 ± 0.8
An increase in earnings	29.7 ± 1.5	28.2 ± 1.5	38.9 ± 1.7	33.6 ± 2.0	29.8 ± 2.4	35.1 ± 4.5	35.0 ± 3.9	32.0 ± 5.3	31.7 ± 0.8
A promotion (or increased status at work)	30.9 ± 1.5	30.6 ± 1.6	33.5 ± 1.7	30.9 ± 2.0	30.6 ± 2.4	33.9 ± 4.6	39.2 ± 4.1	34.5 ± 5.3	31.5 ± 0.8
Change of job or new job	17.2 ± 1.2	18.0 ± 1.3	20.6 ± 1.4	18.5 ± 1.6	21.9 ± 2.2	19.4 ± 3.7	19.8 ± 3.5	22.3 ± 5.5	18.7 ± 0.7
Ability to start own business	6.8 ± 0.8	6.6 ± 0.9	7.0 ± 0.8	7.9 ± 1.2	3.5 ± 0.9	5.7 ± 2.0	6.5 ± 2.0	7.0 ± 2.9	6.6 ± 0.4
At least one benefit	77.4 ± 1.3	78.2 ± 1.4	83.0 ± 1.2	80.0 ± 1.6	77.7 ± 2.0	83.2 ± 3.3	78.6 ± 3.3	83.3 ± 3.6	79.1 ± 0.7

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

(c) Values do not sum to 100 per cent due to multiple benefits stated by graduates.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.40

Table 5A.40 **Aboriginal and Torres Strait Islander VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Obtained a job	31.2 ± 7.5	42.0 ± 32.8	44.1 ± 9.4	42.1 ± 9.5	43.8 ± 15.3	32.6 ± 11.4	22.2 ± 17.6	33.2 ± 10.0	37.7 ± 5.3
An increase in earnings	25.8 ± 7.4	38.2 ± 30.3	31.4 ± 8.4	31.5 ± 9.0	23.7 ± 13.1	34.7 ± 12.1	22.4 ± 17.6	34.4 ± 10.1	29.9 ± 4.8
A promotion (or increased status at work)	35.0 ± 7.8	44.4 ± 36.8	37.0 ± 9.1	37.6 ± 9.6	35.5 ± 14.4	32.2 ± 10.9	32.5 ± 19.4	39.7 ± 10.2	37.0 ± 5.9
Change of job or new job	27.4 ± 7.3	59.9 ± 30.3	25.4 ± 8.4	25.1 ± 8.5	17.3 ± 11.9	23.8 ± 10.0	np	17.6 ± 7.7	28.6 ± 6.4
Ability to start own business	8.8 ± 4.8	17.4 ± 25.6	11.3 ± 6.7	7.6 ± 4.9	np	11.9 ± 7.2	np	4.6 ± 3.9	10.0 ± 3.8
At least one benefit	82.1 ± 5.2	91.7 ± 8.2	81.1 ± 7.8	76.9 ± 7.4	76.0 ± 13.0	81.6 ± 8.9	78.4 ± 16.5	77.2 ± 9.4	81.6 ± 3.4
2012									
Obtained a job	35.6 ± 14.1	53.3 ± 31.8	37.4 ± 17.8	53.3 ± 18.4	42.9 ± 22.0	np	np	33.6 ± 17.1	40.3 ± 8.2
An increase in earnings	24.3 ± 12.1	6.7 ± 6.6	41.3 ± 18.4	31.6 ± 16.0	43.4 ± 22.4	np	np	48.1 ± 18.8	30.7 ± 7.6
A promotion (or increased status at work)	36.5 ± 13.3	7.2 ± 6.7	46.7 ± 18.4	39.9 ± 17.6	34.3 ± 19.9	np	np	46.0 ± 18.8	37.5 ± 7.9
Change of job or new job	13.9 ± 6.2	np	18.0 ± 13.2	32.8 ± 18.5	31.0 ± 18.8	np	np	np	19.1 ± 5.4
Ability to start own business	7.9 ± 6.0	–	np	np	–	–	np	np	4.8 ± 3.0
At least one benefit	68.6 ± 12.8	65.0 ± 31.4	87.4 ± 11.1	86.3 ± 10.9	86.3 ± 13.3	67.0 ± 32.7	np	81.8 ± 14.2	77.4 ± 6.9
2011									
Obtained a job	47.3 ± 8.5	49.4 ± 14.1	41.4 ± 7.6	50.5 ± 10.6	46.0 ± 12.3	36.6 ± 15.0	40.6 ± 26.4	44.7 ± 16.9	45.5 ± 4.4
An increase in earnings	31.8 ± 8.1	16.3 ± 9.9	34.5 ± 7.4	48.2 ± 10.6	31.2 ± 11.4	32.5 ± 14.6	np	32.5 ± 14.6	33.4 ± 4.2
A promotion (or increased status at work)	32.3 ± 7.9	26.9 ± 12.2	28.3 ± 7.0	32.4 ± 10.0	39.3 ± 11.8	35.6 ± 14.6	27.9 ± 23.1	35.4 ± 15.0	31.6 ± 4.0
Change of job or new job	19.1 ± 6.6	19.7 ± 11.0	21.0 ± 6.0	25.1 ± 9.5	21.7 ± 9.4	21.7 ± 12.7	np	14.8 ± 10.8	20.3 ± 3.4
Ability to start own business	8.4 ± 4.6	np	5.6 ± 3.4	5.4 ± 4.7	np	np	np	8.2 ± 6.9	6.9 ± 2.2
At least one benefit	77.7 ± 7.0	73.5 ± 11.7	77.6 ± 6.8	85.6 ± 7.6	88.0 ± 7.3	76.7 ± 12.9	88.0 ± 15.5	84.9 ± 10.1	79.4 ± 3.6

TABLE 5A.40

Table 5A.40 **Aboriginal and Torres Strait Islander VET graduates who undertook their course for employment related reasons, by job related benefits (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Obtained a job	38.8 ± 13.8	40.0 ± 25.2	54.7 ± 17.5	52.7 ± 16.7	np	34.9 ± 18.5	np	27.6 ± 18.7	42.0 ± 7.5
An increase in earnings	26.5 ± 13.1	27.9 ± 23.9	34.8 ± 17.3	48.9 ± 18.4	32.1 ± 26.7	57.8 ± 18.7	np	23.8 ± 18.6	33.5 ± 7.3
A promotion (or increased status at work)	42.1 ± 14.8	20.5 ± 15.5	30.0 ± 15.8	31.2 ± 15.5	np	30.2 ± 18.9	np	np	32.0 ± 7.3
Change of job or new job	29.4 ± 13.0	np	12.0 ± 8.6	46.3 ± 18.4	np	35.1 ± 18.9	np	30.4 ± 22.0	27.2 ± 6.7
Ability to start own business	np	np	np	np	–	np	np	np	3.3 ± 2.0
At least one benefit	74.9 ± 11.7	64.8 ± 23.9	83.0 ± 12.2	87.4 ± 10.0	48.5 ± 27.1	94.5 ± 8.1	np	51.0 ± 21.4	74.5 ± 6.2
2009									
Obtained a job	38.7 ± 10.2	29.7 ± 14.7	38.1 ± 9.8	55.4 ± 12.1	33.6 ± 19.3	27.0 ± 20.1	np	46.4 ± 21.8	39.0 ± 5.4
An increase in earnings	36.8 ± 10.6	11.7 ± 8.9	36.2 ± 9.8	49.3 ± 12.5	33.1 ± 18.4	40.3 ± 23.2	np	32.7 ± 14.0	35.5 ± 5.3
A promotion (or increased status at work)	46.2 ± 10.6	41.3 ± 16.8	45.9 ± 10.2	25.7 ± 11.0	23.0 ± 14.1	np	np	30.0 ± 14.1	38.7 ± 5.3
Change of job or new job	23.7 ± 8.6	np	22.8 ± 8.5	20.9 ± 8.6	20.6 ± 15.8	np	np	25.6 ± 22.1	20.5 ± 4.4
Ability to start own business	np	np	8.8 ± 5.4	np	–	np	np	np	6.1 ± 2.1
At least one benefit	88.8 ± 7.8	80.2 ± 12.2	84.4 ± 7.0	86.6 ± 7.6	69.8 ± 18.5	87.4 ± 13.8	72.2 ± 23.6	93.4 ± 5.9	85.7 ± 3.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Aboriginal and Torres Strait Islander students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.

(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(d) Values do not sum to 100 per cent due to multiple benefits stated by graduates.

(e) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(f) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.41

Table 5A.41 **Proportion of VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013	58.6 ± 1.2	57.7 ± 2.2	64.7 ± 1.5	64.8 ± 1.3	60.6 ± 1.8	61.4 ± 2.5	65.0 ± 2.9	67.0 ± 3.3	60.3 ± 0.9
2012	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2
2011	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6
2010	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0
2009	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6
2008	63.9 ± 2.0	70.1 ± 2.3	70.6 ± 2.4	68.3 ± 3.1	75.2 ± 4.5	68.0 ± 4.4	65.2 ± 4.6	65.4 ± 5.2	67.6 ± 1.1
2007	62.5 ± 1.3	67.8 ± 1.5	72.3 ± 1.4	70.0 ± 1.7	69.3 ± 2.0	69.4 ± 3.6	69.8 ± 3.4	67.1 ± 4.3	66.9 ± 0.7
2006	63.6 ± 2.4	68.0 ± 2.2	70.2 ± 2.4	70.3 ± 2.4	69.8 ± 3.3	68.8 ± 4.8	71.4 ± 4.1	65.6 ± 5.8	66.8 ± 1.3
2005	63.4 ± 1.6	69.1 ± 1.5	70.0 ± 1.5	66.9 ± 1.5	72.8 ± 1.7	71.4 ± 3.6	66.9 ± 3.3	71.6 ± 3.5	66.7 ± 0.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.42

Table 5A.42 **VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d), (e)**

	<i>LOTE</i>	<i>Disability</i>	<i>Remote & Very Remote</i>	<i>All graduates</i>
2013	51.9 ± 2.1	42.3 ± 2.8	68.3 ± 3.1	60.3 ± 0.9
2012	53.9 ± 2.8	44.2 ± 4.1	74.1 ± 5.4	62.3 ± 1.2
2011	53.6 ± 1.4	41.9 ± 2.0	70.0 ± 2.7	63.5 ± 0.6
2010	50.6 ± 2.3	41.9 ± 3.3	69.9 ± 4.9	61.4 ± 1.0
2009	52.5 ± 1.5	44.8 ± 2.3	71.7 ± 2.8	64.0 ± 0.6
2008	57.2 ± 2.8	47.6 ± 3.9	73.9 ± 5.2	67.6 ± 1.1
2007	56.5 ± 1.8	49.4 ± 2.6	72.3 ± 3.0	66.9 ± 0.7
2006	56.9 ± 3.1	52.7 ± 4.3	68.7 ± 5.2	66.8 ± 1.3
2005	56.9 ± 2.2	50.1 ± 3.0	69.8 ± 3.8	66.7 ± 0.8

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.43

Table 5A.43 **Proportion of Aboriginal and Torres Strait Islander VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013	54.4 ± 5.4	69.8 ± 20.7	50.7 ± 7.2	57.1 ± 7.1	58.4 ± 12.0	57.4 ± 9.8	53.6 ± 15.5	63.7 ± 8.4	55.9 ± 3.7
2012	52.0 ± 10.2	24.6 ± 18.1	61.2 ± 13.5	57.5 ± 14.8	55.5 ± 15.9	44.5 ± 19.9	np	63.2 ± 13.4	52.8 ± 6.2
2011	58.5 ± 6.0	49.1 ± 11.4	54.2 ± 5.5	58.3 ± 8.6	55.6 ± 9.1	48.2 ± 11.8	64.2 ± 20.3	58.0 ± 11.6	56.1 ± 3.1
2010	52.3 ± 9.7	62.8 ± 18.2	51.3 ± 10.6	56.5 ± 11.8	34.3 ± 18.3	80.2 ± 10.6	57.8 ± 26.4	49.6 ± 13.1	53.0 ± 5.2
2009	65.0 ± 7.3	69.4 ± 10.8	58.4 ± 7.1	63.2 ± 8.7	64.6 ± 14.7	54.3 ± 18.5	52.2 ± 21.0	72.6 ± 9.5	63.4 ± 3.8
2008	49.9 ± 13.9	85.6 ± 10.6	63.6 ± 14.0	53.3 ± 16.3	55.0 ± 33.3	84.3 ± 12.5	np	59.1 ± 14.5	59.0 ± 7.2
2007	60.4 ± 8.4	55.8 ± 19.1	71.2 ± 8.3	64.9 ± 10.0	57.1 ± 17.1	42.7 ± 18.8	54.2 ± 23.5	65.7 ± 12.7	62.5 ± 4.5
2006	52.6 ± 18.1	59.6 ± 24.2	64.9 ± 10.0	64.4 ± 14.8	61.0 ± 23.5	72.4 ± 17.4	82.4 ± 20.3	54.6 ± 15.6	59.5 ± 8.2
2005	55.6 ± 11.6	62.6 ± 14.1	69.3 ± 6.8	64.5 ± 10.4	62.6 ± 16.2	62.2 ± 18.8	np	73.3 ± 9.4	60.9 ± 6.4

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) Indigenous students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2005 – 13.5%; 2006 – 11.8%; 2007 – 8.5%; 2008 – 8.5%; 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.1%; 2012 – 5.0%; 2013 – 3.6%.
- (d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

np Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.44

Table 5A.44 **Proportion of non-Indigenous VET graduates who improved their employment circumstances after training, (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013	58.8 ± 1.2	57.6 ± 2.3	65.6 ± 1.5	65.1 ± 1.4	60.6 ± 1.8	61.8 ± 2.6	65.5 ± 2.9	68.3 ± 3.5	60.5 ± 0.9
2012	60.7 ± 2.0	59.2 ± 2.9	66.2 ± 2.9	67.8 ± 2.6	65.3 ± 3.5	67.1 ± 5.0	65.1 ± 5.1	65.7 ± 5.3	62.7 ± 1.2
2011	60.7 ± 1.2	65.4 ± 1.3	66.8 ± 1.2	65.5 ± 1.3	60.7 ± 1.9	65.0 ± 2.7	70.3 ± 3.2	67.1 ± 4.1	63.8 ± 0.6
2010	58.1 ± 1.8	63.5 ± 2.2	62.9 ± 2.1	65.1 ± 2.3	62.8 ± 4.2	63.8 ± 3.9	67.9 ± 4.7	65.6 ± 5.4	61.7 ± 1.0
2009	60.1 ± 1.2	65.3 ± 1.4	69.0 ± 1.3	65.9 ± 1.5	64.3 ± 2.0	67.9 ± 3.8	67.0 ± 3.2	69.5 ± 3.8	64.1 ± 0.6
2008	64.4 ± 2.0	70.0 ± 2.3	70.7 ± 2.4	68.8 ± 3.1	75.4 ± 4.6	67.5 ± 4.6	65.9 ± 4.7	66.5 ± 5.8	67.9 ± 1.1
2007	62.5 ± 1.3	68.0 ± 1.5	72.4 ± 1.4	70.2 ± 1.7	69.5 ± 2.1	70.4 ± 3.7	70.1 ± 3.4	67.3 ± 4.4	67.0 ± 0.7
2006	64.0 ± 2.5	68.1 ± 2.2	70.4 ± 2.5	70.5 ± 2.4	70.0 ± 3.4	68.5 ± 5.0	70.9 ± 4.2	67.6 ± 6.2	67.1 ± 1.3
2005	63.7 ± 1.6	69.2 ± 1.5	69.9 ± 1.6	67.0 ± 1.5	73.0 ± 1.8	71.8 ± 3.7	67.1 ± 3.3	71.2 ± 3.8	66.9 ± 0.9

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	14.6 ± 4.2	6.3 ± 5.5	16.3 ± 5.4	20.8 ± 6.1	10.8 ± 7.6	12.9 ± 6.4	21.1 ± 14.0	15.4 ± 6.8	14.8 ± 2.4
Employed at a higher skill level after training	8.3 ± 3.1	6.6 ± 5.0	7.2 ± 3.0	8.1 ± 3.9	8.8 ± 7.4	11.1 ± 5.9	12.6 ± 9.9	7.1 ± 4.3	8.0 ± 1.7
Received a job-related benefit	51.8 ± 5.4	67.2 ± 21.4	47.7 ± 7.2	51.7 ± 7.1	58.0 ± 12.0	55.7 ± 9.8	49.0 ± 15.5	60.5 ± 8.6	53.0 ± 3.8
Total with improved employment status after training	54.4 ± 5.4	69.8 ± 20.7	50.7 ± 7.2	57.1 ± 7.1	58.4 ± 12.0	57.4 ± 9.8	53.6 ± 15.5	63.7 ± 8.4	55.9 ± 3.7
Non-Indigenous graduates									
Not employed before training to employed after training	12.1 ± 0.8	12.9 ± 1.5	12.9 ± 1.1	13.0 ± 1.0	10.9 ± 1.2	13.2 ± 1.9	9.6 ± 1.9	8.5 ± 2.2	12.4 ± 0.6
Employed at a higher skill level after training	10.8 ± 0.9	10.1 ± 1.4	12.5 ± 1.1	13.0 ± 1.0	10.4 ± 1.1	11.6 ± 1.8	13.8 ± 2.4	11.9 ± 3.0	11.1 ± 0.6
Received a job-related benefit	55.7 ± 1.2	53.4 ± 2.3	62.6 ± 1.6	61.5 ± 1.4	57.5 ± 1.8	58.7 ± 2.7	61.4 ± 3.0	64.5 ± 3.7	57.0 ± 0.9
Total with improved employment status after training	58.8 ± 1.2	57.6 ± 2.3	65.6 ± 1.5	65.1 ± 1.4	60.6 ± 1.8	61.8 ± 2.6	65.5 ± 2.9	68.3 ± 3.5	60.5 ± 0.9
All graduates (f)									
Not employed before training to employed after training	12.1 ± 0.8	12.7 ± 1.5	13.0 ± 1.1	13.3 ± 1.0	10.9 ± 1.2	13.0 ± 1.8	10.0 ± 1.9	9.8 ± 2.2	12.4 ± 0.6
Employed at a higher skill level after training	10.6 ± 0.8	10.0 ± 1.4	12.1 ± 1.1	12.7 ± 1.0	10.4 ± 1.1	11.7 ± 1.7	13.7 ± 2.3	11.0 ± 2.6	10.9 ± 0.6
Received a job-related benefit	55.5 ± 1.2	53.6 ± 2.3	61.8 ± 1.5	61.1 ± 1.4	57.6 ± 1.8	58.5 ± 2.5	60.8 ± 2.9	63.3 ± 3.4	56.8 ± 0.9
Total with improved employment status after training	58.6 ± 1.2	57.7 ± 2.2	64.7 ± 1.5	64.8 ± 1.3	60.6 ± 1.8	61.4 ± 2.5	65.0 ± 2.9	67.0 ± 3.3	60.3 ± 0.9

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	14.8 ± 8.1	16.7 ± 16.1	22.6 ± 12.7	12.2 ± 9.0	np	23.0 ± 16.7	–	17.5 ± 9.3	16.5 ± 4.9
Employed at a higher skill level after training	9.0 ± 7.9	np	7.6 ± 6.5	12.5 ± 8.9	np	–	np	9.7 ± 7.8	8.1 ± 3.7
Received a job-related benefit	48.4 ± 10.2	23.9 ± 17.9	56.4 ± 14.0	60.8 ± 14.1	55.5 ± 15.9	41.3 ± 19.7	np	60.2 ± 13.5	50.4 ± 6.2
Total with improved employment status after training	52.0 ± 10.2	24.6 ± 18.1	61.2 ± 13.5	57.5 ± 14.8	55.5 ± 15.9	44.5 ± 19.9	np	63.2 ± 13.4	52.8 ± 6.2
Non-Indigenous graduates									
Not employed before training to employed after training	13.5 ± 1.4	14.6 ± 2.1	17.5 ± 2.5	12.7 ± 1.8	12.0 ± 2.4	15.6 ± 4.1	11.9 ± 3.8	11.8 ± 3.5	14.3 ± 0.9
Employed at a higher skill level after training	12.2 ± 1.4	10.5 ± 1.7	13.3 ± 2.0	15.9 ± 2.1	11.9 ± 2.2	14.4 ± 3.9	14.4 ± 4.0	12.8 ± 3.8	12.4 ± 0.8
Received a job-related benefit	57.0 ± 2.0	53.9 ± 2.9	62.0 ± 3.0	64.0 ± 2.7	62.6 ± 3.5	64.8 ± 5.1	62.0 ± 5.2	61.4 ± 5.5	58.5 ± 1.2
Total with improved employment status after training	60.7 ± 2.0	59.2 ± 2.9	66.2 ± 2.9	67.8 ± 2.6	65.3 ± 3.5	67.1 ± 5.0	65.1 ± 5.1	65.7 ± 5.3	62.7 ± 1.2
All graduates (f)									
Not employed before training to employed after training	13.5 ± 1.3	14.5 ± 2.1	17.6 ± 2.5	12.7 ± 1.8	12.0 ± 2.4	16.2 ± 3.9	11.6 ± 3.7	12.7 ± 3.3	14.3 ± 0.9
Employed at a higher skill level after training	12.1 ± 1.4	10.3 ± 1.7	13.0 ± 2.0	15.7 ± 2.1	11.8 ± 2.1	13.4 ± 3.6	14.3 ± 4.0	12.4 ± 3.4	12.2 ± 0.8
Received a job-related benefit	56.7 ± 1.9	53.3 ± 2.9	61.8 ± 2.9	64.0 ± 2.6	62.1 ± 3.4	63.0 ± 4.9	61.4 ± 5.2	61.3 ± 5.0	58.2 ± 1.2
Total with improved employment status after training	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	13.9 ± 4.3	18.1 ± 7.4	20.4 ± 4.6	22.5 ± 7.1	13.1 ± 5.6	8.9 ± 6.5	19.2 ± 15.8	14.1 ± 7.0	16.8 ± 2.3
Employed at a higher skill level after training	11.9 ± 4.0	11.2 ± 6.3	10.6 ± 3.4	9.3 ± 4.2	11.1 ± 5.6	11.0 ± 7.0	np	10.3 ± 6.7	11.0 ± 2.0
Received a job-related benefit	55.4 ± 6.1	44.6 ± 11.0	49.1 ± 5.5	54.0 ± 8.5	51.9 ± 9.2	44.7 ± 11.6	61.2 ± 21.0	55.9 ± 11.6	52.1 ± 3.2
Total with improved employment status after training	58.5 ± 6.0	49.1 ± 11.4	54.2 ± 5.5	58.3 ± 8.6	55.6 ± 9.1	48.2 ± 11.8	64.2 ± 20.3	58.0 ± 11.6	56.1 ± 3.1
Non-Indigenous graduates									
Not employed before training to employed after training	12.3 ± 0.8	14.2 ± 1.0	16.7 ± 1.0	13.1 ± 1.0	14.4 ± 1.3	13.2 ± 1.9	7.9 ± 2.0	10.9 ± 2.9	13.7 ± 0.4
Employed at a higher skill level after training	12.2 ± 0.9	14.3 ± 0.9	15.3 ± 0.9	15.5 ± 1.1	13.8 ± 1.3	16.7 ± 2.2	16.1 ± 2.8	13.8 ± 3.1	14.0 ± 0.4
Received a job-related benefit	57.2 ± 1.2	61.7 ± 1.4	62.9 ± 1.2	61.5 ± 1.3	56.2 ± 1.9	61.7 ± 2.8	66.1 ± 3.3	64.3 ± 4.2	60.1 ± 0.6
Total with improved employment status after training	60.7 ± 1.2	65.4 ± 1.3	66.8 ± 1.2	65.5 ± 1.3	60.7 ± 1.9	65.0 ± 2.7	70.3 ± 3.2	67.1 ± 4.1	63.8 ± 0.6
All graduates (f)									
Not employed before training to employed after training	12.4 ± 0.8	14.1 ± 1.0	16.9 ± 0.9	13.3 ± 1.0	14.3 ± 1.3	12.9 ± 1.8	8.0 ± 1.9	11.7 ± 2.7	13.8 ± 0.4
Employed at a higher skill level after training	12.1 ± 0.8	14.2 ± 0.9	14.9 ± 0.9	15.2 ± 1.0	13.6 ± 1.3	16.3 ± 2.1	15.7 ± 2.7	13.0 ± 2.8	13.8 ± 0.4
Received a job-related benefit	57.2 ± 1.2	61.4 ± 1.3	62.2 ± 1.2	61.0 ± 1.3	56.1 ± 1.8	60.9 ± 2.7	65.6 ± 3.3	62.2 ± 4.2	59.8 ± 0.6
Total with improved employment status after training	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	9.4 ± 5.2	np	13.0 ± 7.7	17.8 ± 6.8	np	26.2 ± 11.8	np	20.8 ± 15.0	11.8 ± 3.0
Employed at a higher skill level after training	13.8 ± 7.2	18.2 ± 14.7	15.7 ± 7.8	9.0 ± 5.6	np	13.9 ± 12.1	np	np	12.8 ± 3.6
Received a job-related benefit	49.9 ± 9.8	52.8 ± 19.1	46.5 ± 10.7	54.1 ± 11.8	33.5 ± 18.2	77.8 ± 11.1	55.6 ± 26.8	38.8 ± 15.6	49.1 ± 5.2
Total with improved employment status after training	52.3 ± 9.7	62.8 ± 18.2	51.3 ± 10.6	56.5 ± 11.8	34.3 ± 18.3	80.2 ± 10.6	57.8 ± 26.4	49.6 ± 13.1	53.0 ± 5.2
Non-Indigenous graduates									
Not employed before training to employed after training	12.9 ± 1.3	15.1 ± 1.7	13.5 ± 1.7	12.9 ± 1.8	12.3 ± 2.6	15.1 ± 3.2	10.7 ± 3.6	8.0 ± 2.9	13.4 ± 0.7
Employed at a higher skill level after training	12.9 ± 1.4	15.2 ± 1.7	16.8 ± 1.7	17.6 ± 2.0	13.4 ± 2.9	18.0 ± 3.2	16.2 ± 3.9	18.8 ± 5.0	15.0 ± 0.8
Received a job-related benefit	52.8 ± 1.9	59.0 ± 2.3	59.6 ± 2.1	60.8 ± 2.4	59.1 ± 4.2	61.5 ± 3.9	64.6 ± 4.6	63.5 ± 5.5	57.3 ± 1.0
Total with improved employment status after training	58.1 ± 1.8	63.5 ± 2.2	62.9 ± 2.1	65.1 ± 2.3	62.8 ± 4.2	63.8 ± 3.9	67.9 ± 4.7	65.6 ± 5.4	61.7 ± 1.0
All graduates (f)									
Not employed before training to employed after training	12.8 ± 1.2	15.0 ± 1.7	13.4 ± 1.6	13.1 ± 1.8	11.8 ± 2.5	15.9 ± 3.1	10.4 ± 3.5	10.2 ± 3.6	13.4 ± 0.7
Employed at a higher skill level after training	12.8 ± 1.3	15.2 ± 1.7	16.7 ± 1.7	17.2 ± 2.0	12.9 ± 2.7	17.8 ± 3.1	16.7 ± 4.0	16.6 ± 4.2	14.8 ± 0.7
Received a job-related benefit	52.7 ± 1.8	58.8 ± 2.2	59.0 ± 2.1	60.5 ± 2.3	57.7 ± 4.1	62.8 ± 3.7	64.2 ± 4.5	59.5 ± 5.5	57.0 ± 1.0
Total with improved employment status after training	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0

TABLE 5A.45

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	12.4 ± 4.9	20.9 ± 9.7	10.8 ± 4.1	12.9 ± 6.6	23.4 ± 12.9	32.3 ± 17.6	np	7.8 ± 5.3	14.1 ± 2.7
Employed at a higher skill level after training	17.0 ± 6.2	10.5 ± 6.9	13.5 ± 5.3	21.6 ± 8.6	14.3 ± 11.2	np	np	7.3 ± 5.2	14.7 ± 3.0
Received a job-related benefit	61.8 ± 7.6	68.0 ± 11.0	56.7 ± 7.2	62.4 ± 8.8	57.2 ± 15.2	54.3 ± 18.5	52.2 ± 21.0	72.4 ± 9.6	61.2 ± 3.9
Total with improved employment status after training	65.0 ± 7.3	69.4 ± 10.8	58.4 ± 7.1	63.2 ± 8.7	64.6 ± 14.7	54.3 ± 18.5	52.2 ± 21.0	72.6 ± 9.5	63.4 ± 3.8
Non-Indigenous graduates									
Not employed before training to employed after training	12.5 ± 0.9	12.7 ± 1.0	13.3 ± 0.9	12.4 ± 1.1	11.5 ± 1.4	15.2 ± 2.9	9.6 ± 2.2	9.1 ± 2.5	12.6 ± 0.5
Employed at a higher skill level after training	15.4 ± 0.9	16.7 ± 1.1	20.1 ± 1.2	19.7 ± 1.4	17.8 ± 1.5	20.1 ± 3.4	21.1 ± 3.1	20.8 ± 3.9	17.4 ± 0.5
Received a job-related benefit	55.7 ± 1.2	61.3 ± 1.4	65.3 ± 1.3	61.0 ± 1.5	59.5 ± 2.0	65.1 ± 3.9	63.3 ± 3.2	65.3 ± 4.0	59.9 ± 0.6
Total with improved employment status after training	60.1 ± 1.2	65.3 ± 1.4	69.0 ± 1.3	65.9 ± 1.5	64.3 ± 2.0	67.9 ± 3.8	67.0 ± 3.2	69.5 ± 3.8	64.1 ± 0.6
All graduates (f)									
Not employed before training to employed after training	12.4 ± 0.8	12.8 ± 1.0	13.2 ± 0.9	12.3 ± 1.1	11.7 ± 1.3	15.9 ± 2.9	9.4 ± 2.2	8.8 ± 2.3	12.6 ± 0.4
Employed at a higher skill level after training	15.4 ± 0.9	16.6 ± 1.1	19.9 ± 1.2	19.8 ± 1.4	17.7 ± 1.5	19.4 ± 3.3	20.9 ± 3.0	18.2 ± 3.4	17.3 ± 0.5
Received a job-related benefit	55.9 ± 1.2	61.3 ± 1.4	64.9 ± 1.3	61.0 ± 1.5	59.5 ± 2.0	64.5 ± 3.8	63.1 ± 3.2	67.0 ± 3.7	59.9 ± 0.6
Total with improved employment status after training	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

Table 5A.45 **Proportion of VET graduates who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.									
(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(f) All graduates includes those for whom Indigenous status is unknown.									
– Nil or rounded to zero. np Not published.									

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates who improved their employment circumstances after training, (per cent) by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Major cities	no.	56.1 ± 1.6	55.7 ± 2.8	64.0 ± 2.0	63.2 ± 1.7	58.6 ± 2.1	100.0 ± 0.0	63.4 ± 3.1	77.8 ± 20.0	58.3 ± 1.2
Inner regional	no.	61.9 ± 2.1	61.0 ± 4.2	65.7 ± 3.1	69.1 ± 3.9	64.8 ± 4.9	59.5 ± 3.2	77.2 ± 8.9	70.1 ± 31.8	62.6 ± 1.7
Outer regional	no.	63.7 ± 3.4	67.3 ± 7.4	65.5 ± 3.8	70.0 ± 3.4	63.1 ± 5.0	65.4 ± 4.5	56.1 ± 37.7	66.1 ± 4.1	65.6 ± 2.0
Remote and very remote	no.	66.2 ± 9.2	89.5 ± 14.9	66.7 ± 7.3	67.7 ± 4.0	73.9 ± 8.1	57.3 ± 12.6	np	68.7 ± 5.9	68.3 ± 3.1
All students	no.	58.6 ± 1.2	57.7 ± 2.2	64.7 ± 1.5	64.8 ± 1.3	60.6 ± 1.8	61.4 ± 2.5	65.0 ± 2.9	67.0 ± 3.3	60.3 ± 0.9
2012										
Major cities	no.	59.2 ± 2.3	57.4 ± 3.6	64.7 ± 3.7	65.8 ± 3.1	61.5 ± 4.2	np	65.3 ± 5.4	np	60.7 ± 1.5
Inner regional	no.	63.9 ± 3.8	60.7 ± 5.7	65.6 ± 6.0	68.9 ± 7.6	69.5 ± 11.3	65.3 ± 6.2	64.9 ± 20.0	np	63.9 ± 2.6
Outer regional	no.	59.6 ± 8.6	60.7 ± 9.5	69.0 ± 6.9	68.5 ± 8.0	66.4 ± 9.2	66.6 ± 8.1	np	65.9 ± 5.9	65.0 ± 3.4
Remote and very remote	no.	61.9 ± 21.4	na	76.1 ± 13.1	79.2 ± 7.4	75.7 ± 12.2	68.3 ± 28.0	np	65.8 ± 8.7	74.1 ± 5.4
All students	no.	60.4 ± 1.9	58.5 ± 2.9	66.1 ± 2.8	67.4 ± 2.6	64.8 ± 3.4	65.7 ± 4.9	64.5 ± 5.1	65.5 ± 4.9	62.3 ± 1.2
2011										
Major cities	no.	59.6 ± 1.5	63.2 ± 1.6	64.5 ± 1.7	61.9 ± 1.7	57.6 ± 2.3	46.2 ± 16.9	68.9 ± 3.6	np	61.6 ± 0.8
Inner regional	no.	63.8 ± 2.4	69.1 ± 2.7	65.3 ± 2.3	66.5 ± 2.8	65.9 ± 4.7	65.8 ± 3.7	72.0 ± 7.0	np	66.0 ± 1.2
Outer regional	no.	59.7 ± 3.4	68.2 ± 5.2	70.1 ± 2.4	70.3 ± 3.6	62.1 ± 4.7	62.8 ± 4.0	85.4 ± 14.6	61.9 ± 5.0	65.2 ± 1.5
Remote and very remote	no.	53.4 ± 11.7	80.4 ± 21.7	70.5 ± 4.9	75.2 ± 4.0	68.5 ± 7.5	70.3 ± 11.7	na	71.0 ± 7.2	70.0 ± 2.7
All students	no.	60.7 ± 1.2	65.0 ± 1.3	66.1 ± 1.1	64.9 ± 1.3	60.5 ± 1.8	64.3 ± 2.6	69.5 ± 3.2	65.0 ± 4.1	63.5 ± 0.6
2010										
Major cities	no.	55.7 ± 2.4	62.6 ± 2.8	59.9 ± 2.9	64.1 ± 2.9	58.7 ± 5.1	42.3 ± 16.8	67.5 ± 5.0	np	59.5 ± 1.3
Inner regional	no.	62.0 ± 3.4	64.7 ± 3.8	64.7 ± 4.2	67.0 ± 5.2	69.4 ± 9.7	65.7 ± 5.4	61.0 ± 12.0	np	64.1 ± 1.9
Outer regional	no.	60.5 ± 5.5	62.5 ± 8.1	62.3 ± 5.0	62.2 ± 8.8	64.9 ± 10.3	69.4 ± 4.9	93.9 ± 8.7	65.9 ± 7.6	62.8 ± 2.7
Remote and very remote	no.	64.8 ± 16.3	np	72.8 ± 8.0	70.4 ± 7.5	67.1 ± 16.4	68.1 ± 23.9	na	66.3 ± 11.5	69.9 ± 4.9
All students	no.	58.0 ± 1.8	63.3 ± 2.2	62.4 ± 2.0	64.7 ± 2.3	61.4 ± 4.1	65.1 ± 3.6	67.4 ± 4.5	63.1 ± 5.3	61.4 ± 1.0

TABLE 5A.46

Table 5A.46 **Proportion of VET graduates who improved their employment circumstances after training, (per cent) by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		NSW	Vic	Qld (g)	WA	SA (h)	Tas	ACT	NT	Aust
2009										
Major cities	no.	58.7 ± 1.5	63.7 ± 1.7	66.8 ± 1.8	63.8 ± 2.0	61.8 ± 2.4	np	66.1 ± 3.5	53.7 ± 27.9	62.1 ± 0.8
Inner regional	no.	62.8 ± 2.5	67.8 ± 2.4	68.9 ± 2.7	68.7 ± 3.4	69.8 ± 4.4	70.9 ± 4.9	71.3 ± 7.2	34.2 ± 29.9	66.3 ± 1.3
Outer regional	no.	62.2 ± 3.4	69.2 ± 5.6	70.6 ± 2.5	68.3 ± 4.1	68.5 ± 6.9	66.7 ± 5.8	49.0 ± 22.4	65.8 ± 5.3	66.4 ± 1.7
Remote and very remote	no.	63.1 ± 9.5	71.5 ± 12.5	76.2 ± 4.4	71.6 ± 4.5	77.1 ± 7.5	50.5 ± 19.7	np	79.9 ± 7.2	71.7 ± 2.8
All students	no.	60.3 ± 1.2	65.3 ± 1.4	68.6 ± 1.2	65.7 ± 1.5	64.3 ± 2.0	67.1 ± 3.7	66.7 ± 3.1	70.4 ± 3.5	64.0 ± 0.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(f) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/reserach/projects/category/about_aria.html

np Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	11.6 ± 4.0	7.5 ± 7.2	17.1 ± 6.1	17.1 ± 6.6	12.8 ± 8.9	8.5 ± 5.6	23.9 ± 16.8	11.3 ± 6.1	13.5 ± 2.6
Employed at a higher skill level after training	9.1 ± 3.5	8.4 ± 7.2	6.9 ± 2.9	6.1 ± 3.7	np	12.3 ± 7.0	np	7.8 ± 5.2	8.4 ± 1.8
Received a job-related benefit	52.3 ± 5.9	76.7 ± 16.8	51.1 ± 7.7	53.0 ± 8.3	58.9 ± 12.8	59.3 ± 11.1	57.3 ± 16.9	62.0 ± 9.3	55.3 ± 4.1
Total with improved employment status after training	55.2 ± 5.8	80.3 ± 14.9	54.4 ± 7.7	57.4 ± 8.3	59.4 ± 12.8	60.3 ± 11.0	63.5 ± 16.5	64.4 ± 9.1	58.3 ± 4.0
Non-Indigenous graduates									
Not employed before training to employed after training	11.0 ± 0.8	12.5 ± 1.7	12.0 ± 1.2	10.7 ± 1.0	10.6 ± 1.2	12.4 ± 2.0	8.8 ± 2.0	6.7 ± 2.0	11.6 ± 0.6
Employed at a higher skill level after training	10.5 ± 0.9	10.1 ± 1.5	12.3 ± 1.2	12.5 ± 1.1	10.4 ± 1.2	11.5 ± 2.0	13.1 ± 2.5	11.8 ± 3.1	10.9 ± 0.6
Received a job-related benefit	56.8 ± 1.3	54.9 ± 2.5	63.8 ± 1.6	62.7 ± 1.5	58.6 ± 1.9	61.1 ± 2.9	61.8 ± 3.1	66.8 ± 3.8	58.3 ± 0.9
Total with improved employment status after training	59.4 ± 1.3	58.9 ± 2.5	66.5 ± 1.6	65.8 ± 1.5	61.5 ± 1.9	63.9 ± 2.8	65.9 ± 3.0	69.5 ± 3.7	61.4 ± 0.9
All graduates (f)									
Not employed before training to employed after training	11.0 ± 0.8	12.4 ± 1.6	12.3 ± 1.2	10.9 ± 1.0	10.6 ± 1.2	12.0 ± 1.9	9.3 ± 2.0	7.4 ± 2.0	11.6 ± 0.6
Employed at a higher skill level after training	10.4 ± 0.9	10.0 ± 1.5	11.9 ± 1.1	12.2 ± 1.1	10.4 ± 1.2	11.7 ± 1.9	13.1 ± 2.4	11.1 ± 2.8	10.8 ± 0.6
Received a job-related benefit	56.6 ± 1.3	55.2 ± 2.5	63.1 ± 1.6	62.2 ± 1.5	58.7 ± 1.9	61.0 ± 2.8	61.6 ± 3.1	65.5 ± 3.5	58.2 ± 0.9
Total with improved employment status after training	59.2 ± 1.2	59.1 ± 2.4	65.8 ± 1.6	65.5 ± 1.5	61.6 ± 1.9	63.6 ± 2.7	65.8 ± 3.0	68.1 ± 3.4	61.3 ± 0.9

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	6.5 ± 3.5	20.7 ± 20.7	21.2 ± 15.3	9.5 ± 6.8	np	np	–	13.4 ± 10.6	12.8 ± 4.8
Employed at a higher skill level after training	9.5 ± 10.0	np	10.0 ± 8.6	17.0 ± 12.1	np	–	np	np	9.5 ± 4.7
Received a job-related benefit	49.3 ± 11.1	31.3 ± 24.8	63.7 ± 16.0	62.4 ± 15.6	52.9 ± 17.4	46.0 ± 24.2	np	67.5 ± 16.6	53.6 ± 7.1
Total with improved employment status after training	50.0 ± 11.1	32.3 ± 25.2	70.2 ± 14.5	57.5 ± 17.1	52.9 ± 17.4	50.9 ± 24.3	np	71.9 ± 16.2	55.2 ± 7.1
Non-Indigenous graduates									
Not employed before training to employed after training	12.5 ± 1.4	14.2 ± 2.4	15.9 ± 2.8	11.9 ± 1.9	11.6 ± 2.6	15.2 ± 4.5	11.4 ± 4.0	9.3 ± 3.9	13.4 ± 1.0
Employed at a higher skill level after training	11.9 ± 1.5	10.6 ± 1.9	13.9 ± 2.4	14.9 ± 2.3	11.4 ± 2.3	14.8 ± 4.4	13.0 ± 4.1	13.2 ± 4.4	12.3 ± 0.9
Received a job-related benefit	57.9 ± 2.1	54.9 ± 3.3	64.4 ± 3.4	67.7 ± 2.7	64.4 ± 3.8	65.8 ± 5.6	62.2 ± 5.5	66.0 ± 6.2	60.0 ± 1.3
Total with improved employment status after training	61.5 ± 2.1	60.4 ± 3.2	67.9 ± 3.3	70.5 ± 2.6	66.9 ± 3.7	67.3 ± 5.5	65.3 ± 5.4	69.8 ± 5.9	63.9 ± 1.3
All graduates (f)									
Not employed before training to employed after training	12.2 ± 1.4	14.2 ± 2.4	16.1 ± 2.8	11.8 ± 1.8	11.6 ± 2.6	15.5 ± 4.4	11.1 ± 3.9	10.0 ± 3.6	13.3 ± 1.0
Employed at a higher skill level after training	11.8 ± 1.5	10.4 ± 1.8	13.7 ± 2.3	14.9 ± 2.2	11.5 ± 2.3	14.0 ± 4.2	12.9 ± 4.0	12.4 ± 4.0	12.1 ± 0.9
Received a job-related benefit	57.7 ± 2.1	54.4 ± 3.2	64.4 ± 3.3	67.6 ± 2.6	63.8 ± 3.7	64.5 ± 5.5	61.5 ± 5.5	66.3 ± 5.8	59.8 ± 1.3
Total with improved employment status after training	61.0 ± 2.1	59.8 ± 3.2	68.2 ± 3.2	70.0 ± 2.6	66.3 ± 3.6	66.4 ± 5.4	64.6 ± 5.3	70.4 ± 5.5	63.5 ± 1.3

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	10.4 ± 4.2	18.9 ± 8.5	20.0 ± 5.5	21.4 ± 8.3	13.0 ± 5.9	np	np	12.8 ± 8.3	14.9 ± 2.5
Employed at a higher skill level after training	12.4 ± 4.7	14.4 ± 8.0	10.9 ± 4.0	11.5 ± 5.6	9.6 ± 5.1	np	np	8.6 ± 7.3	11.5 ± 2.3
Received a job-related benefit	57.0 ± 6.8	51.6 ± 11.0	52.7 ± 6.5	62.4 ± 9.3	57.3 ± 9.8	48.8 ± 13.7	73.6 ± 23.8	62.8 ± 13.5	56.2 ± 3.6
Total with improved employment status after training	58.4 ± 6.7	56.8 ± 10.9	57.1 ± 6.5	65.9 ± 9.1	59.6 ± 9.6	50.0 ± 13.7	69.2 ± 24.8	63.3 ± 13.5	58.9 ± 3.5
Non-Indigenous graduates									
Not employed before training to employed after training	11.0 ± 0.9	13.3 ± 1.1	15.2 ± 1.0	10.1 ± 0.9	13.8 ± 1.4	12.2 ± 2.0	7.3 ± 2.1	8.2 ± 3.1	12.3 ± 0.5
Employed at a higher skill level after training	12.2 ± 0.9	15.0 ± 1.0	15.9 ± 1.1	14.6 ± 1.1	13.8 ± 1.4	17.1 ± 2.5	16.3 ± 2.9	15.4 ± 3.8	14.1 ± 0.5
Received a job-related benefit	58.5 ± 1.3	63.6 ± 1.5	65.6 ± 1.4	63.4 ± 1.4	57.4 ± 2.0	63.2 ± 3.1	67.1 ± 3.5	71.0 ± 4.6	61.8 ± 0.7
Total with improved employment status after training	61.5 ± 1.3	66.8 ± 1.4	68.9 ± 1.3	66.7 ± 1.4	61.7 ± 2.0	66.2 ± 3.0	71.2 ± 3.4	72.8 ± 4.5	65.1 ± 0.6
All graduates (f)									
Not employed before training to employed after training	11.0 ± 0.8	13.3 ± 1.1	15.3 ± 1.0	10.4 ± 0.9	13.8 ± 1.3	12.0 ± 1.9	7.2 ± 2.0	9.3 ± 3.0	12.4 ± 0.5
Employed at a higher skill level after training	12.1 ± 0.9	14.9 ± 1.0	15.6 ± 1.1	14.4 ± 1.1	13.6 ± 1.4	16.6 ± 2.4	16.1 ± 2.9	13.8 ± 3.4	13.9 ± 0.5
Received a job-related benefit	58.4 ± 1.3	63.4 ± 1.4	65.0 ± 1.3	63.2 ± 1.4	57.5 ± 2.0	62.5 ± 3.0	67.0 ± 3.5	69.0 ± 4.7	61.6 ± 0.6
Total with improved employment status after training	61.5 ± 1.2	66.6 ± 1.4	68.4 ± 1.3	66.5 ± 1.4	61.7 ± 1.9	65.5 ± 2.9	70.6 ± 3.4	70.5 ± 4.6	64.8 ± 0.6

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	8.8 ± 6.0	np	13.0 ± 9.7	np	np	18.1 ± 14.1	np	np	9.8 ± 3.5
Employed at a higher skill level after training	14.6 ± 8.7	np	16.1 ± 9.5	np	np	17.7 ± 16.2	np	np	12.9 ± 4.3
Received a job-related benefit	51.9 ± 11.2	62.5 ± 19.2	53.0 ± 12.7	61.6 ± 16.0	38.7 ± 21.0	86.8 ± 11.0	61.1 ± 27.7	41.9 ± 18.1	53.8 ± 6.2
Total with improved employment status after training	54.8 ± 11.1	66.6 ± 18.2	57.7 ± 12.5	66.1 ± 15.6	39.0 ± 21.2	87.0 ± 10.9	61.1 ± 27.7	47.6 ± 14.3	57.0 ± 6.1
Non-Indigenous graduates									
Not employed before training to employed after training	11.6 ± 1.3	14.0 ± 1.8	11.7 ± 1.8	11.0 ± 2.0	11.6 ± 2.7	14.5 ± 3.5	10.1 ± 3.9	6.9 ± 3.1	12.1 ± 0.8
Employed at a higher skill level after training	12.6 ± 1.5	15.2 ± 1.9	18.3 ± 2.1	18.1 ± 2.4	11.8 ± 2.7	18.8 ± 3.5	16.3 ± 4.1	19.6 ± 6.0	15.0 ± 0.9
Received a job-related benefit	53.8 ± 2.0	60.1 ± 2.5	63.4 ± 2.4	65.6 ± 2.7	58.2 ± 4.7	63.7 ± 4.3	64.3 ± 5.0	70.6 ± 6.4	59.0 ± 1.1
Total with improved employment status after training	58.3 ± 2.0	64.0 ± 2.4	65.9 ± 2.4	68.0 ± 2.6	62.1 ± 4.7	66.3 ± 4.2	67.8 ± 5.0	72.2 ± 6.2	62.7 ± 1.1
All graduates (f)									
Not employed before training to employed after training	11.5 ± 1.3	13.9 ± 1.8	11.7 ± 1.8	11.0 ± 2.0	11.2 ± 2.6	14.8 ± 3.4	9.7 ± 3.8	8.5 ± 4.0	12.0 ± 0.8
Employed at a higher skill level after training	12.6 ± 1.4	15.1 ± 1.9	18.1 ± 2.1	17.7 ± 2.4	11.4 ± 2.6	18.8 ± 3.5	17.0 ± 4.2	16.8 ± 5.0	14.8 ± 0.8
Received a job-related benefit	53.8 ± 2.0	60.0 ± 2.4	63.0 ± 2.4	65.4 ± 2.6	57.1 ± 4.6	65.2 ± 4.0	64.0 ± 4.8	65.7 ± 6.5	58.8 ± 1.1
Total with improved employment status after training	58.3 ± 2.0	63.9 ± 2.4	65.6 ± 2.3	67.9 ± 2.6	61.0 ± 4.6	67.6 ± 4.0	67.4 ± 4.9	68.0 ± 6.1	62.5 ± 1.1

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Aboriginal and Torres Strait Islander graduates									
Not employed before training to employed after training	12.0 ± 5.4	np	7.3 ± 4.2	11.8 ± 8.3	21.1 ± 13.9	28.7 ± 17.7	np	np	11.3 ± 2.9
Employed at a higher skill level after training	16.7 ± 6.9	10.4 ± 7.7	13.8 ± 6.5	26.4 ± 11.2	np	np	np	5.8 ± 5.2	14.9 ± 3.5
Received a job-related benefit	62.3 ± 8.6	62.2 ± 13.4	61.0 ± 8.3	70.2 ± 10.0	56.9 ± 16.7	53.6 ± 19.3	48.5 ± 21.9	82.7 ± 10.2	63.1 ± 4.5
Total with improved employment status after training	65.5 ± 8.2	62.2 ± 13.4	61.0 ± 8.3	70.2 ± 9.9	63.1 ± 16.3	53.6 ± 19.3	48.5 ± 21.9	81.9 ± 10.2	64.6 ± 4.3
Non-Indigenous graduates									
Not employed before training to employed after training	10.9 ± 0.9	12.0 ± 1.0	11.3 ± 1.1	9.6 ± 1.2	11.0 ± 1.5	14.6 ± 3.1	8.0 ± 2.2	7.2 ± 2.6	11.1 ± 0.5
Employed at a higher skill level after training	15.3 ± 1.0	17.3 ± 1.2	20.9 ± 1.4	20.8 ± 1.7	17.8 ± 1.7	19.4 ± 3.6	20.4 ± 3.3	23.2 ± 5.0	17.6 ± 0.6
Received a job-related benefit	57.2 ± 1.3	62.1 ± 1.5	70.0 ± 1.5	66.2 ± 1.8	60.5 ± 2.2	64.5 ± 4.2	65.0 ± 3.4	72.3 ± 4.7	61.8 ± 0.7
Total with improved employment status after training	60.8 ± 1.3	65.8 ± 1.5	72.1 ± 1.5	69.2 ± 1.7	65.0 ± 2.2	67.3 ± 4.1	67.1 ± 3.3	75.9 ± 4.4	65.2 ± 0.7
All graduates (f)									
Not employed before training to employed after training	10.9 ± 0.9	12.0 ± 1.0	11.2 ± 1.0	9.6 ± 1.2	11.1 ± 1.5	15.2 ± 3.0	7.9 ± 2.1	6.5 ± 2.2	11.1 ± 0.5
Employed at a higher skill level after training	15.3 ± 1.0	17.1 ± 1.2	20.7 ± 1.4	21.0 ± 1.7	17.6 ± 1.7	18.8 ± 3.5	20.1 ± 3.2	19.5 ± 4.2	17.5 ± 0.6
Received a job-related benefit	57.3 ± 1.3	62.0 ± 1.5	69.5 ± 1.5	66.3 ± 1.8	60.5 ± 2.2	63.9 ± 4.1	64.6 ± 3.3	74.7 ± 4.3	61.8 ± 0.7
Total with improved employment status after training	61.0 ± 1.3	65.7 ± 1.5	71.6 ± 1.4	69.1 ± 1.7	65.1 ± 2.2	66.5 ± 4.0	66.6 ± 3.2	77.4 ± 4.0	65.2 ± 0.7

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

TABLE 5A.47

Table 5A.47 **Proportion of VET graduates aged 20-64 years who improved their employment circumstances after training, by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.

(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

(f) All graduates includes those for whom Indigenous status is unknown.

– Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Certificate level I/II									
Not employed before training to employed after training	14.9 ± 2.3	17.0 ± 4.9	24.5 ± 4.5	21.4 ± 2.8	16.3 ± 3.3	17.1 ± 4.2	19.1 ± 7.2	17.6 ± 6.7	17.9 ± 1.8
Employed at a higher skill level after training	5.2 ± 1.6	9.2 ± 4.1	7.3 ± 2.2	10.7 ± 2.0	5.4 ± 2.0	6.8 ± 3.0	7.6 ± 4.6	7.0 ± 4.1	7.5 ± 1.4
Received a job-related benefit	33.3 ± 3.0	38.0 ± 6.3	40.7 ± 5.0	48.0 ± 3.3	36.5 ± 4.3	39.2 ± 5.4	33.5 ± 8.4	51.8 ± 8.4	38.2 ± 2.3
Total with improved employment status after training	37.2 ± 3.1	42.4 ± 6.4	47.3 ± 5.1	54.6 ± 3.3	40.8 ± 4.4	42.3 ± 5.5	41.1 ± 8.7	58.7 ± 8.4	43.0 ± 2.4
Certificate level III/IV									
Not employed before training to employed after training	12.2 ± 1.0	13.3 ± 1.9	12.7 ± 1.4	12.6 ± 1.2	11.0 ± 1.4	13.1 ± 2.3	10.2 ± 2.4	8.5 ± 2.4	12.5 ± 0.7
Employed at a higher skill level after training	12.1 ± 1.1	10.2 ± 1.8	13.3 ± 1.5	12.9 ± 1.2	11.1 ± 1.4	13.3 ± 2.3	14.0 ± 2.9	12.2 ± 3.1	11.7 ± 0.7
Received a job-related benefit	59.7 ± 1.5	54.8 ± 2.9	66.7 ± 1.8	63.6 ± 1.7	61.0 ± 2.2	65.1 ± 3.1	63.6 ± 3.6	66.4 ± 3.9	60.0 ± 1.1
Total with improved employment status after training	62.6 ± 1.4	59.1 ± 2.8	69.0 ± 1.8	66.9 ± 1.6	63.9 ± 2.2	68.4 ± 3.0	67.5 ± 3.5	69.7 ± 3.7	63.3 ± 1.1
Diploma and Above									
Not employed before training to employed after training	10.1 ± 1.6	7.7 ± 1.8	7.4 ± 1.5	7.6 ± 1.8	4.9 ± 1.8	5.7 ± 3.2	6.9 ± 3.7	np	8.1 ± 0.8
Employed at a higher skill level after training	9.4 ± 1.6	9.9 ± 2.0	11.3 ± 1.7	14.4 ± 2.9	12.9 ± 2.8	12.6 ± 4.6	15.1 ± 4.8	9.1 ± 10.8	10.7 ± 0.9
Received a job-related benefit	55.6 ± 2.7	59.9 ± 4.1	58.0 ± 2.9	64.6 ± 3.4	66.6 ± 4.0	60.4 ± 6.9	63.0 ± 5.9	61.4 ± 10.7	59.2 ± 1.7
Total with improved employment status after training	58.8 ± 2.7	63.4 ± 4.1	60.8 ± 2.9	67.1 ± 3.4	68.7 ± 3.9	61.3 ± 6.8	66.6 ± 5.7	61.9 ± 10.8	62.2 ± 1.7

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Certificate level I/II									
Not employed before training to employed after training	14.3 ± 3.5	19.5 ± 6.3	25.9 ± 6.2	18.6 ± 5.7	15.4 ± 5.8	16.4 ± 6.8	9.1 ± 7.7	19.2 ± 6.3	19.0 ± 2.5
Employed at a higher skill level after training	7.5 ± 3.3	9.4 ± 3.7	7.4 ± 3.7	14.7 ± 5.2	9.6 ± 4.7	8.2 ± 5.2	np	6.0 ± 4.5	8.9 ± 1.7
Received a job-related benefit	38.3 ± 5.1	41.8 ± 7.1	42.7 ± 6.8	47.3 ± 7.7	40.9 ± 8.3	42.6 ± 9.7	36.8 ± 13.6	42.2 ± 8.7	41.6 ± 3.0
Total with improved employment status after training	44.7 ± 5.3	46.9 ± 7.2	52.1 ± 6.9	52.9 ± 7.7	44.6 ± 8.4	45.6 ± 9.7	39.8 ± 13.7	48.1 ± 8.7	47.9 ± 3.0
Certificate level III/IV									
Not employed before training to employed after training	14.5 ± 1.8	14.5 ± 2.6	16.7 ± 3.1	11.7 ± 2.0	12.7 ± 3.2	17.2 ± 5.3	14.6 ± 5.5	10.2 ± 4.1	14.5 ± 1.1
Employed at a higher skill level after training	13.8 ± 1.9	9.8 ± 2.1	13.9 ± 2.5	16.6 ± 2.6	12.7 ± 2.8	15.7 ± 5.0	15.7 ± 5.6	17.0 ± 5.0	13.1 ± 1.0
Received a job-related benefit	61.1 ± 2.4	55.9 ± 3.8	68.6 ± 3.5	68.1 ± 2.9	67.2 ± 4.0	69.9 ± 6.0	67.2 ± 6.4	72.8 ± 5.8	62.8 ± 1.5
Total with improved employment status after training	64.2 ± 2.4	61.1 ± 3.7	71.2 ± 3.4	71.0 ± 2.9	69.3 ± 4.0	72.9 ± 5.7	69.7 ± 6.2	76.5 ± 5.4	66.3 ± 1.5
Diploma and Above									
Not employed before training to employed after training	10.3 ± 2.2	9.7 ± 3.0	8.5 ± 2.9	10.3 ± 3.6	7.0 ± 3.7	np	6.2 ± 4.1	–	9.5 ± 1.3
Employed at a higher skill level after training	10.2 ± 2.5	12.6 ± 3.8	18.1 ± 5.4	13.2 ± 3.7	10.8 ± 4.5	12.3 ± 9.6	15.0 ± 6.5	np	12.3 ± 1.7
Received a job-related benefit	55.7 ± 4.0	55.9 ± 5.6	61.6 ± 5.5	65.0 ± 5.7	63.3 ± 8.5	71.4 ± 12.2	62.7 ± 10.3	60.2 ± 21.1	58.3 ± 2.4
Total with improved employment status after training	59.2 ± 3.9	60.6 ± 5.4	65.2 ± 5.4	68.0 ± 5.6	67.1 ± 8.3	71.4 ± 12.2	67.1 ± 10.1	60.2 ± 21.1	62.1 ± 2.4

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Certificate level I/II									
Not employed before training to employed after training	15.6 ± 2.3	18.6 ± 2.6	23.2 ± 2.2	20.1 ± 2.8	21.1 ± 3.1	15.4 ± 3.6	14.9 ± 8.0	17.3 ± 5.2	19.0 ± 1.1
Employed at a higher skill level after training	6.4 ± 1.5	10.0 ± 1.6	8.3 ± 1.5	11.9 ± 2.2	7.0 ± 1.9	9.3 ± 3.1	8.1 ± 4.6	5.5 ± 2.7	8.4 ± 0.7
Received a job-related benefit	39.0 ± 3.0	47.9 ± 3.4	44.1 ± 2.6	47.8 ± 3.4	36.0 ± 3.9	44.0 ± 5.2	37.3 ± 9.1	37.4 ± 7.0	43.0 ± 1.4
Total with improved employment status after training	44.5 ± 3.0	54.2 ± 3.4	50.8 ± 2.6	53.2 ± 3.4	42.7 ± 4.0	49.0 ± 5.2	45.6 ± 9.6	43.9 ± 7.3	49.0 ± 1.4
Certificate level III/IV									
Not employed before training to employed after training	12.2 ± 1.0	15.1 ± 1.4	17.2 ± 1.2	12.8 ± 1.1	14.9 ± 1.7	12.8 ± 2.3	7.0 ± 2.4	9.4 ± 3.4	13.9 ± 0.6
Employed at a higher skill level after training	14.1 ± 1.1	15.3 ± 1.2	17.7 ± 1.3	15.5 ± 1.3	14.6 ± 1.7	19.2 ± 2.9	15.8 ± 3.8	17.4 ± 4.2	15.4 ± 0.6
Received a job-related benefit	61.8 ± 1.5	65.9 ± 1.8	68.4 ± 1.4	64.7 ± 1.6	58.2 ± 2.4	66.8 ± 3.3	68.9 ± 4.3	75.0 ± 4.6	64.4 ± 0.7
Total with improved employment status after training	65.0 ± 1.4	68.5 ± 1.8	71.8 ± 1.4	68.3 ± 1.5	62.6 ± 2.3	69.8 ± 3.2	72.4 ± 4.1	75.7 ± 4.5	67.6 ± 0.7
Diploma and Above									
Not employed before training to employed after training	10.2 ± 1.5	8.3 ± 1.4	6.8 ± 1.5	6.9 ± 1.6	5.1 ± 2.0	6.3 ± 3.4	7.2 ± 3.1	np	8.3 ± 0.7
Employed at a higher skill level after training	10.3 ± 1.6	14.3 ± 1.8	13.3 ± 1.9	17.9 ± 2.5	17.5 ± 3.4	17.9 ± 6.0	18.8 ± 4.8	np	13.5 ± 0.9
Received a job-related benefit	56.5 ± 2.6	60.7 ± 2.4	63.0 ± 2.8	61.3 ± 3.1	71.7 ± 3.9	71.1 ± 7.1	70.3 ± 5.4	67.5 ± 16.8	61.0 ± 1.3
Total with improved employment status after training	59.4 ± 2.5	64.7 ± 2.3	65.6 ± 2.7	64.5 ± 3.0	73.3 ± 3.8	72.5 ± 7.0	73.5 ± 5.2	68.8 ± 16.8	64.0 ± 1.3

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Certificate level I/II									
Not employed before training to employed after training	13.4 ± 2.7	18.1 ± 3.9	16.3 ± 3.9	16.8 ± 4.1	19.0 ± 5.6	18.3 ± 6.1	19.4 ± 10.9	13.7 ± 8.0	16.1 ± 1.6
Employed at a higher skill level after training	8.3 ± 2.5	13.7 ± 3.4	9.4 ± 2.6	9.9 ± 3.3	9.2 ± 4.5	10.7 ± 4.8	np	11.8 ± 5.9	10.0 ± 1.3
Received a job-related benefit	32.0 ± 3.9	40.8 ± 4.9	41.7 ± 4.9	45.9 ± 5.1	44.9 ± 7.0	51.4 ± 7.4	43.0 ± 12.3	35.8 ± 8.5	39.6 ± 2.1
Total with improved employment status after training	39.7 ± 4.0	48.4 ± 5.0	45.9 ± 4.9	51.9 ± 5.4	49.8 ± 7.0	54.3 ± 7.4	53.1 ± 11.9	42.7 ± 9.1	46.0 ± 2.1
Certificate level III/IV									
Not employed before training to employed after training	13.3 ± 1.6	16.2 ± 2.3	13.8 ± 2.0	13.2 ± 2.3	10.5 ± 2.9	17.3 ± 4.1	10.1 ± 4.6	9.3 ± 3.9	13.7 ± 0.9
Employed at a higher skill level after training	14.3 ± 1.8	16.3 ± 2.3	19.5 ± 2.4	19.0 ± 2.6	13.5 ± 3.5	21.3 ± 4.5	18.0 ± 5.4	18.8 ± 5.6	16.5 ± 1.0
Received a job-related benefit	58.8 ± 2.3	64.4 ± 2.8	65.0 ± 2.5	65.1 ± 2.9	59.5 ± 5.3	67.0 ± 4.8	69.1 ± 5.9	68.6 ± 6.7	62.4 ± 1.3
Total with improved employment status after training	63.8 ± 2.2	68.0 ± 2.7	67.8 ± 2.5	68.7 ± 2.8	62.9 ± 5.2	69.4 ± 4.7	71.2 ± 5.7	70.9 ± 6.4	66.2 ± 1.2
Diploma and Above									
Not employed before training to employed after training	10.6 ± 2.4	8.5 ± 2.8	8.2 ± 3.2	6.4 ± 3.4	7.7 ± 7.2	np	5.4 ± 3.1	–	8.7 ± 1.4
Employed at a higher skill level after training	11.6 ± 2.8	13.7 ± 3.6	16.1 ± 3.9	21.8 ± 5.3	15.1 ± 8.1	15.0 ± 6.5	18.1 ± 7.3	np	14.4 ± 1.7
Received a job-related benefit	48.9 ± 4.3	59.6 ± 4.9	59.7 ± 5.0	64.5 ± 5.8	67.8 ± 12.4	66.6 ± 9.7	64.1 ± 9.1	71.3 ± 39.4	57.1 ± 2.4
Total with improved employment status after training	53.2 ± 4.3	63.9 ± 4.8	64.2 ± 4.6	68.3 ± 5.7	70.7 ± 12.0	67.1 ± 9.7	65.8 ± 9.0	71.3 ± 39.4	61.2 ± 2.4

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Certificate level I/II									
Not employed before training to employed after training	14.4 ± 2.0	16.3 ± 2.7	18.0 ± 2.1	12.9 ± 2.0	16.5 ± 3.0	17.9 ± 6.3	18.9 ± 6.3	12.7 ± 4.4	15.5 ± 1.0
Employed at a higher skill level after training	7.0 ± 1.3	10.5 ± 2.0	9.9 ± 1.8	14.8 ± 2.3	9.2 ± 2.4	16.7 ± 5.7	11.5 ± 5.6	13.4 ± 5.1	9.9 ± 0.8
Received a job-related benefit	38.5 ± 2.5	48.6 ± 3.4	44.9 ± 2.8	45.1 ± 3.1	45.0 ± 4.0	58.5 ± 7.5	41.1 ± 7.8	46.9 ± 7.0	43.8 ± 1.4
Total with improved employment status after training	44.5 ± 2.6	53.1 ± 3.5	52.0 ± 2.9	52.8 ± 3.1	51.9 ± 4.0	60.8 ± 7.4	52.8 ± 8.0	53.1 ± 6.9	49.9 ± 1.4
Certificate level III/IV									
Not employed before training to employed after training	12.1 ± 1.0	13.0 ± 1.3	12.5 ± 1.1	12.8 ± 1.5	10.3 ± 1.7	16.2 ± 3.6	8.8 ± 3.0	7.3 ± 2.8	12.3 ± 0.6
Employed at a higher skill level after training	18.0 ± 1.3	18.3 ± 1.4	23.3 ± 1.6	20.6 ± 1.9	19.5 ± 2.0	21.8 ± 4.6	21.1 ± 4.2	20.1 ± 4.4	19.5 ± 0.7
Received a job-related benefit	62.6 ± 1.5	67.3 ± 1.7	72.9 ± 1.5	66.9 ± 1.9	63.0 ± 2.6	66.7 ± 4.9	69.2 ± 4.1	75.7 ± 4.3	66.1 ± 0.8
Total with improved employment status after training	66.3 ± 1.4	70.3 ± 1.7	75.3 ± 1.4	70.6 ± 1.8	67.6 ± 2.5	69.8 ± 4.7	70.0 ± 3.9	78.0 ± 4.2	69.5 ± 0.8
Diploma and Above									
Not employed before training to employed after training	10.9 ± 1.8	9.9 ± 1.7	10.0 ± 2.2	9.3 ± 2.4	9.1 ± 3.2	10.0 ± 6.1	4.3 ± 2.5	np	10.0 ± 1.0
Employed at a higher skill level after training	15.0 ± 2.1	16.7 ± 2.2	19.3 ± 2.9	25.8 ± 3.7	25.4 ± 4.8	14.0 ± 7.2	26.9 ± 6.1	21.6 ± 15.9	18.0 ± 1.2
Received a job-related benefit	51.1 ± 3.0	55.9 ± 3.0	59.2 ± 3.7	65.2 ± 3.9	70.3 ± 5.0	67.3 ± 9.3	63.3 ± 6.3	72.5 ± 17.6	56.7 ± 1.6
Total with improved employment status after training	55.9 ± 3.0	62.0 ± 3.0	63.2 ± 3.6	68.5 ± 3.8	72.6 ± 4.9	68.0 ± 9.3	68.1 ± 6.0	73.8 ± 17.4	61.4 ± 1.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

TABLE 5A.48

Table 5A.48 **Proportion of graduates with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.									
(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(f) All graduates includes those for whom Indigenous status is unknown.									
– Nil or rounded to zero. np Not published.									

Source NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Certificate level I/II									
Not employed before training to employed after training	12.5 ± 2.4	18.7 ± 6.9	23.1 ± 5.1	12.5 ± 3.0	17.9 ± 4.1	13.4 ± 5.1	20.7 ± 8.6	10.7 ± 6.3	16.6 ± 2.3
Employed at a higher skill level after training	4.8 ± 1.8	7.1 ± 5.0	6.1 ± 2.5	9.4 ± 2.7	3.9 ± 2.0	np	7.7 ± 5.0	6.9 ± 4.8	5.9 ± 1.6
Received a job-related benefit	33.0 ± 3.4	37.8 ± 8.3	39.1 ± 5.7	44.3 ± 4.4	36.3 ± 5.0	34.7 ± 7.1	36.0 ± 9.7	63.7 ± 9.9	37.1 ± 2.8
Total with improved employment status after training	36.2 ± 3.4	42.8 ± 8.3	46.3 ± 5.9	50.3 ± 4.4	40.5 ± 5.1	36.7 ± 7.2	43.1 ± 9.9	66.2 ± 9.8	41.8 ± 2.8
Certificate level III/IV									
Not employed before training to employed after training	11.1 ± 1.0	13.2 ± 2.1	12.5 ± 1.4	11.5 ± 1.2	10.7 ± 1.5	13.1 ± 2.4	9.8 ± 2.5	7.3 ± 2.2	12.0 ± 0.8
Employed at a higher skill level after training	11.8 ± 1.1	10.4 ± 2.0	13.0 ± 1.5	12.4 ± 1.3	11.1 ± 1.5	13.2 ± 2.4	12.5 ± 3.0	12.0 ± 3.2	11.6 ± 0.8
Received a job-related benefit	60.5 ± 1.5	55.9 ± 3.1	67.6 ± 1.9	64.5 ± 1.8	61.4 ± 2.3	66.0 ± 3.2	63.7 ± 3.8	66.3 ± 4.0	61.0 ± 1.2
Total with improved employment status after training	63.0 ± 1.5	59.9 ± 3.1	69.8 ± 1.8	67.4 ± 1.7	64.2 ± 2.3	69.1 ± 3.1	67.8 ± 3.6	69.2 ± 3.9	64.0 ± 1.1
Diploma and Above									
Not employed before training to employed after training	9.9 ± 1.7	7.1 ± 1.6	6.6 ± 1.5	7.4 ± 1.9	4.8 ± 1.8	5.8 ± 3.2	6.0 ± 3.5	np	7.7 ± 0.8
Employed at a higher skill level after training	9.0 ± 1.6	10.2 ± 2.0	11.1 ± 1.8	13.5 ± 2.5	12.8 ± 2.8	12.9 ± 4.7	15.4 ± 4.9	9.2 ± 10.8	10.6 ± 0.9
Received a job-related benefit	56.5 ± 2.7	60.5 ± 4.2	59.3 ± 3.1	65.0 ± 3.5	66.8 ± 4.0	61.6 ± 6.9	63.2 ± 5.9	61.2 ± 10.8	59.9 ± 1.7
Total with improved employment status after training	59.2 ± 2.7	63.9 ± 4.1	61.8 ± 3.1	67.7 ± 3.5	69.0 ± 3.9	62.5 ± 6.9	66.8 ± 5.7	61.6 ± 10.8	62.8 ± 1.7

TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Certificate level I/II									
Not employed before training to employed after training	13.6 ± 4.7	22.9 ± 9.6	26.4 ± 9.0	14.9 ± 6.3	15.4 ± 7.3	11.4 ± 7.7	np	18.7 ± 9.9	19.2 ± 3.7
Employed at a higher skill level after training	4.2 ± 2.6	7.8 ± 4.4	7.6 ± 5.5	10.7 ± 5.8	10.6 ± 6.2	np	–	np	7.1 ± 2.0
Received a job-related benefit	39.9 ± 6.6	41.5 ± 9.9	39.9 ± 9.7	54.2 ± 9.3	39.6 ± 10.1	37.8 ± 12.8	33.7 ± 15.8	46.0 ± 14.0	41.5 ± 4.1
Total with improved employment status after training	44.0 ± 6.6	47.1 ± 10.0	50.5 ± 9.8	57.2 ± 9.1	44.6 ± 10.3	40.4 ± 12.9	37.1 ± 16.1	54.0 ± 14.0	47.5 ± 4.1
Certificate level III/IV									
Not employed before training to employed after training	13.1 ± 1.8	14.3 ± 2.8	15.5 ± 3.4	11.9 ± 2.2	12.8 ± 3.4	17.7 ± 5.7	13.7 ± 5.7	8.8 ± 4.2	13.7 ± 1.2
Employed at a higher skill level after training	13.7 ± 2.1	10.1 ± 2.3	14.0 ± 2.8	16.0 ± 2.9	11.9 ± 2.9	15.9 ± 5.4	14.4 ± 5.7	16.0 ± 5.3	13.1 ± 1.1
Received a job-related benefit	61.2 ± 2.6	56.6 ± 4.2	70.7 ± 3.9	69.5 ± 3.1	68.4 ± 4.2	70.7 ± 6.3	66.7 ± 6.8	72.6 ± 6.2	63.6 ± 1.6
Total with improved employment status after training	64.4 ± 2.6	62.1 ± 4.1	73.1 ± 3.8	71.9 ± 3.0	70.3 ± 4.2	72.8 ± 6.1	69.0 ± 6.5	76.1 ± 5.8	67.0 ± 1.6
Diploma and Above									
Not employed before training to employed after training	9.6 ± 2.1	8.6 ± 2.9	7.6 ± 3.0	9.5 ± 3.6	6.1 ± 3.5	np	6.2 ± 4.2	–	8.7 ± 1.3
Employed at a higher skill level after training	10.3 ± 2.6	12.9 ± 3.9	18.6 ± 5.9	13.4 ± 4.0	10.8 ± 4.6	12.6 ± 9.8	15.1 ± 6.6	np	12.4 ± 1.7
Received a job-related benefit	55.9 ± 4.1	55.8 ± 5.6	63.9 ± 5.8	68.4 ± 5.7	63.6 ± 8.7	70.6 ± 12.5	62.5 ± 10.3	60.2 ± 21.1	58.9 ± 2.5
Total with improved employment status after training	59.5 ± 4.0	60.6 ± 5.5	66.6 ± 5.7	70.4 ± 5.6	66.6 ± 8.5	70.6 ± 12.5	66.9 ± 10.2	60.2 ± 21.1	62.5 ± 2.5

TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011									
Certificate level I/II									
Not employed before training to employed after training	12.2 ± 2.6	17.9 ± 3.9	23.5 ± 3.0	15.1 ± 3.2	23.2 ± 3.9	14.2 ± 4.7	18.7 ± 12.0	13.7 ± 7.2	17.3 ± 1.4
Employed at a higher skill level after training	5.8 ± 1.8	11.1 ± 2.4	7.0 ± 1.9	8.2 ± 2.5	6.4 ± 2.2	6.7 ± 3.7	10.1 ± 6.6	np	7.4 ± 0.9
Received a job-related benefit	36.5 ± 3.6	48.6 ± 4.7	41.6 ± 3.5	46.6 ± 4.3	35.9 ± 4.6	38.8 ± 6.8	40.9 ± 12.6	45.1 ± 11.8	41.3 ± 1.8
Total with improved employment status after training	41.4 ± 3.7	54.2 ± 4.7	48.9 ± 3.6	51.6 ± 4.3	43.3 ± 4.7	43.6 ± 6.9	51.9 ± 13.2	49.7 ± 12.0	47.1 ± 1.8
Certificate level III/IV									
Not employed before training to employed after training	11.2 ± 1.1	14.7 ± 1.5	16.1 ± 1.3	10.6 ± 1.1	14.2 ± 1.7	12.4 ± 2.4	5.6 ± 2.2	8.7 ± 3.6	12.9 ± 0.6
Employed at a higher skill level after training	13.9 ± 1.2	15.9 ± 1.3	18.2 ± 1.4	15.0 ± 1.4	14.1 ± 1.8	19.1 ± 3.1	15.3 ± 3.9	17.0 ± 4.3	15.5 ± 0.6
Received a job-related benefit	63.1 ± 1.6	67.5 ± 1.9	70.4 ± 1.6	66.6 ± 1.7	58.0 ± 2.5	67.3 ± 3.5	68.4 ± 4.6	75.5 ± 4.8	65.7 ± 0.8
Total with improved employment status after training	65.9 ± 1.5	69.7 ± 1.8	73.2 ± 1.5	69.7 ± 1.6	62.2 ± 2.5	70.2 ± 3.5	71.6 ± 4.4	76.2 ± 4.7	68.5 ± 0.8
Diploma and Above									
Not employed before training to employed after training	9.5 ± 1.5	8.1 ± 1.4	5.7 ± 1.4	5.9 ± 1.4	5.2 ± 2.0	6.3 ± 3.4	6.9 ± 3.1	np	7.7 ± 0.7
Employed at a higher skill level after training	10.1 ± 1.6	14.4 ± 1.8	13.8 ± 2.1	16.8 ± 2.5	17.3 ± 3.4	17.9 ± 6.0	19.1 ± 4.9	np	13.4 ± 0.9
Received a job-related benefit	56.6 ± 2.6	61.2 ± 2.4	65.7 ± 2.9	62.0 ± 3.1	71.9 ± 3.9	71.1 ± 7.1	70.9 ± 5.5	67.5 ± 16.8	61.6 ± 1.3
Total with improved employment status after training	59.3 ± 2.6	65.3 ± 2.3	67.9 ± 2.8	65.0 ± 3.1	73.4 ± 3.8	72.5 ± 7.0	73.8 ± 5.3	68.8 ± 16.8	64.6 ± 1.3

TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Certificate level I/II									
Not employed before training to employed after training	12.8 ± 3.5	15.9 ± 5.0	12.4 ± 5.6	11.2 ± 4.6	21.2 ± 7.2	16.1 ± 8.1	20.8 ± 14.9	np	14.3 ± 2.1
Employed at a higher skill level after training	6.1 ± 2.8	10.9 ± 4.4	8.8 ± 3.9	6.8 ± 3.4	5.2 ± 3.2	10.8 ± 6.6	np	17.4 ± 12.4	7.9 ± 1.6
Received a job-related benefit	30.0 ± 4.8	37.4 ± 6.3	36.9 ± 7.3	49.3 ± 7.6	42.6 ± 8.7	55.0 ± 10.0	44.6 ± 16.3	49.8 ± 15.3	37.1 ± 2.8
Total with improved employment status after training	37.6 ± 5.0	44.3 ± 6.5	39.9 ± 7.3	53.7 ± 7.5	48.5 ± 8.9	58.6 ± 9.7	57.6 ± 15.1	51.5 ± 15.2	43.3 ± 2.9
Certificate level III/IV									
Not employed before training to employed after training	11.5 ± 1.6	15.3 ± 2.4	13.1 ± 2.2	12.3 ± 2.5	9.4 ± 2.7	17.1 ± 4.3	9.7 ± 4.9	8.8 ± 4.0	12.6 ± 0.9
Employed at a higher skill level after training	14.1 ± 1.9	16.5 ± 2.5	20.5 ± 2.7	19.4 ± 3.0	12.6 ± 3.3	21.3 ± 4.6	18.2 ± 5.6	17.0 ± 5.8	16.5 ± 1.1
Received a job-related benefit	59.4 ± 2.5	65.1 ± 3.0	68.9 ± 2.8	67.6 ± 3.2	58.4 ± 5.6	67.3 ± 5.0	67.6 ± 6.3	68.2 ± 7.1	63.5 ± 1.4
Total with improved employment status after training	63.5 ± 2.4	68.2 ± 2.9	71.1 ± 2.7	69.8 ± 3.1	61.5 ± 5.6	69.8 ± 4.9	69.9 ± 6.1	70.8 ± 6.8	66.7 ± 1.3
Diploma and Above									
Not employed before training to employed after training	10.7 ± 2.6	8.8 ± 2.9	6.4 ± 2.9	5.7 ± 3.5	8.1 ± 7.7	np	4.7 ± 2.9	–	8.5 ± 1.4
Employed at a higher skill level after training	11.8 ± 2.9	14.0 ± 3.7	16.4 ± 4.3	20.2 ± 5.7	13.1 ± 7.4	15.2 ± 6.6	17.9 ± 7.3	np	14.2 ± 1.8
Received a job-related benefit	50.0 ± 4.5	59.7 ± 5.0	60.7 ± 5.4	70.3 ± 6.0	66.3 ± 12.8	66.6 ± 9.8	63.6 ± 9.2	70.8 ± 40.0	58.1 ± 2.5
Total with improved employment status after training	54.0 ± 4.4	64.0 ± 4.9	64.8 ± 4.9	72.0 ± 5.9	70.8 ± 12.3	67.1 ± 9.9	65.3 ± 9.1	70.8 ± 40.0	61.9 ± 2.5

TABLE 5A.49

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Certificate level I/II									
Not employed before training to employed after training	10.9 ± 2.3	14.0 ± 3.2	13.4 ± 3.2	6.6 ± 2.3	14.5 ± 3.7	14.8 ± 7.2	12.6 ± 4.6	10.8 ± 7.0	12.0 ± 1.3
Employed at a higher skill level after training	4.7 ± 1.4	8.8 ± 2.4	7.0 ± 2.4	15.3 ± 3.8	9.0 ± 3.0	14.2 ± 6.2	10.4 ± 6.3	12.1 ± 11.0	8.0 ± 1.0
Received a job-related benefit	36.9 ± 3.2	46.9 ± 4.4	48.6 ± 4.6	54.7 ± 4.9	44.2 ± 4.9	55.5 ± 9.0	47.5 ± 9.0	66.1 ± 13.8	44.1 ± 1.9
Total with improved employment status after training	41.2 ± 3.3	50.2 ± 4.3	52.0 ± 4.6	57.8 ± 4.9	49.7 ± 5.0	57.7 ± 8.9	52.2 ± 9.0	70.3 ± 12.3	48.0 ± 1.9
Certificate level III/IV									
Not employed before training to employed after training	11.0 ± 1.1	12.6 ± 1.4	11.3 ± 1.2	10.5 ± 1.6	10.5 ± 1.8	16.6 ± 3.8	8.4 ± 3.1	6.0 ± 2.5	11.3 ± 0.6
Employed at a higher skill level after training	17.9 ± 1.4	19.1 ± 1.6	23.0 ± 1.7	20.9 ± 2.2	18.6 ± 2.1	21.4 ± 4.8	19.4 ± 4.4	20.6 ± 4.7	19.5 ± 0.8
Received a job-related benefit	63.8 ± 1.6	68.0 ± 1.9	75.5 ± 1.6	68.8 ± 2.1	63.1 ± 2.8	66.1 ± 5.2	69.1 ± 4.3	76.3 ± 4.6	67.3 ± 0.9
Total with improved employment status after training	67.0 ± 1.6	70.7 ± 1.8	76.9 ± 1.6	71.5 ± 2.0	67.9 ± 2.7	69.3 ± 5.0	69.4 ± 4.1	78.9 ± 4.4	70.1 ± 0.8
Diploma and Above									
Not employed before training to employed after training	10.5 ± 1.9	9.5 ± 1.7	9.5 ± 2.4	8.9 ± 2.5	8.9 ± 3.2	9.2 ± 6.0	4.3 ± 2.6	np	9.6 ± 1.0
Employed at a higher skill level after training	14.7 ± 2.2	16.9 ± 2.3	20.5 ± 3.1	26.5 ± 4.0	25.4 ± 4.9	14.2 ± 7.3	26.5 ± 6.1	21.6 ± 15.9	18.1 ± 1.2
Received a job-related benefit	51.7 ± 3.1	56.6 ± 3.1	60.7 ± 3.9	67.3 ± 4.1	70.7 ± 5.1	67.5 ± 9.4	63.1 ± 6.4	72.5 ± 17.6	57.6 ± 1.7
Total with improved employment status after training	56.4 ± 3.1	62.7 ± 3.0	64.4 ± 3.9	70.3 ± 4.0	73.0 ± 4.9	68.2 ± 9.4	67.5 ± 6.1	73.8 ± 17.4	62.2 ± 1.6

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

Table 5A.49 **Proportion of graduates aged 20-64 years with improved employment status after training (completed study only), by level (a), (b), (c) (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Improved employment status after training is employment status changing from not employed before training to employed after training OR employed at a higher skill level after training OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.									
(c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).									
(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(f) All graduates includes those for whom Indigenous status is unknown.									
– Nil or rounded to zero. np Not published.									

Source NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.50

Table 5A.50 Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Reported as Aboriginal and Torres Strait Islander	68.3	73.9	85.5	73.3	85.4	74.5	81.2	69.2	74.1
Reported as non-Indigenous	79.2	83.4	89.8	82.5	87.1	80.3	84.8	84.7	83.2
Not reported	81.5	82.1	87.7	79.9	89.4	87.9	84.9	80.9	84.6
All students	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9
2012									
Reported as Aboriginal and Torres Strait Islander	68.5	73.1	83.4	72.6	84.8	73.7	76.0	68.3	73.9
Reported as non-Indigenous	79.5	83.5	89.5	81.3	86.5	81.8	80.8	82.1	83.0
Not reported	80.6	80.4	87.5	79.6	86.7	81.0	91.7	87.7	83.4
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Reported as Aboriginal and Torres Strait Islander	69.1	71.5	84.6	70.0	79.1	72.9	72.3	66.7	73.2
Reported as non-Indigenous	79.9	82.2	90.3	81.2	84.3	81.1	82.3	79.7	82.6
Not reported	89.1	89.9	88.4	80.5	72.6	86.3	89.9	83.9	86.0
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Reported as Aboriginal and Torres Strait Islander	68.4	64.8	81.4	68.2	81.7	69.6	72.8	70.1	71.6
Reported as non-Indigenous	79.4	78.2	88.4	80.5	87.0	79.3	82.5	80.8	80.9
Not reported	88.7	83.4	85.4	80.6	87.0	87.7	84.4	76.8	84.3
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7

TABLE 5A.50

Table 5A.50 Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Reported as Aboriginal and Torres Strait Islander	67.1	62.2	82.1	66.9	83.7	74.0	72.4	64.4	70.2
Reported as non-Indigenous	78.8	77.0	87.6	80.2	86.5	82.0	82.0	77.7	80.2
Not reported	81.4	79.2	83.2	76.0	88.1	94.4	83.5	86.2	81.2
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8
2008									
Reported as Aboriginal and Torres Strait Islander	67.1	63.4	79.7	63.2	79.7	77.9	71.6	62.1	68.9
Reported as non-Indigenous	78.8	76.7	86.6	79.3	87.1	81.9	81.3	78.7	80.0
Not reported	77.2	78.5	81.6	70.5	88.1	87.9	83.4	80.0	77.6
All students	78.2	76.6	85.6	76.8	87.0	81.8	81.3	71.8	79.4
2007									
Reported as Aboriginal and Torres Strait Islander	66.2	60.7	73.6	60.9	77.1	71.0	77.6	65.8	67.0
Reported as non-Indigenous	78.6	75.6	84.2	78.2	88.5	78.9	79.4	78.9	79.2
Not reported	76.4	78.2	79.4	69.1	85.5	83.3	82.3	75.5	76.3
All students	77.9	75.5	83.2	75.8	87.9	78.6	79.6	73.6	78.5
2006									
Reported as Aboriginal and Torres Strait Islander	66.3	64.3	72.1	58.1	76.9	72.9	72.1	61.0	66.0
Reported as non-Indigenous	78.5	76.5	82.5	76.8	87.9	80.3	78.7	77.2	79.1
Not reported	77.9	73.1	75.9	71.5	90.6	90.4	75.9	70.5	76.5
All students	77.9	76.2	81.3	74.8	87.7	80.2	78.3	70.4	78.3

TABLE 5A.50

Table 5A.50 **Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Reported as Aboriginal and Torres Strait Islander	66.2	63.6	73.1	57.0	75.5	73.0	73.7	62.8	66.2
Reported as non-Indigenous	78.6	76.5	81.1	75.9	87.0	79.8	79.1	79.0	78.7
Not reported	78.1	74.7	75.1	71.0	89.8	93.3	85.4	71.4	76.9
All students	78.0	76.2	80.1	73.9	86.8	79.8	79.4	72.2	78.0
2004									
Reported as Aboriginal and Torres Strait Islander	65.3	60.3	68.3	56.0	72.5	73.0	68.3	60.1	63.8
Reported as non-Indigenous	77.9	76.4	78.1	75.5	87.5	79.5	79.9	72.9	78.0
Not reported	78.3	74.3	77.5	71.9	89.5	90.9	80.5	82.5	77.1
All students	77.5	76.0	77.5	73.5	87.0	79.6	79.8	68.1	77.3

- (a) Government funded activity is based on funding source codes 01, 02, 11, 13, 15. It excludes activity funded by private and overseas providers, students enrolled in fee-for-service activity, overseas full-fee paying activity, recreational, leisure and personal enrichment programs, and any credit transfer activity. Vocational education and training delivered in schools, where the delivery has been undertaken by schools is also excluded.
- (b) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:

- all PPP students are reported in 2010 and 2011, and only partially reported in 2009
- the extent to which VET fee-help has affected student numbers is unknown due to partial coverage.

Table 5A.50 **Load pass rates by Indigenous status (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.									
(d) In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.									
(e) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.51

Table 5A.51 Load pass rates by region (per cent) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Major cities	78.3	82.5	88.6	80.6	85.6	77.1	84.0	78.3	82.2
Inner regional	79.4	84.6	90.4	83.0	90.8	78.1	88.0	88.9	83.8
Outer regional	78.8	89.0	89.7	87.1	91.6	83.2	92.0	81.3	86.1
Remote and very remote	77.1	89.0	92.4	82.0	92.7	88.8	95.1	78.4	85.0
All students	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9
2012									
Major cities	78.1	82.5	88.3	79.6	85.5	79.8	80.9	90.6	81.9
Inner regional	79.9	84.1	90.0	81.9	89.0	80.0	84.1	86.2	83.5
Outer regional	80.4	89.5	89.6	83.8	89.2	83.4	87.0	79.4	85.9
Remote and very remote	81.3	88.5	89.3	83.1	88.3	87.4	91.3	76.5	84.2
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Major cities	79.3	81.7	88.7	79.7	82.4	75.5	82.9	75.1	81.8
Inner regional	80.2	82.3	91.0	82.1	84.6	79.3	87.0	76.9	82.9
Outer regional	80.7	87.7	91.1	83.1	85.2	83.3	84.2	77.4	85.4
Remote and very remote	79.0	86.4	91.0	81.8	80.0	86.4	79.7	71.5	82.3
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Major cities	78.4	77.1	85.9	78.3	85.8	93.6	81.7	90.1	79.5
Inner regional	80.1	80.0	89.1	80.8	88.3	76.4	84.4	89.6	81.7
Outer regional	80.4	81.9	89.3	83.2	89.4	81.2	88.4	78.1	83.7
Remote and very remote	77.9	88.3	89.9	84.2	87.4	84.8	87.2	74.3	83.7
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7

TABLE 5A.51

Table 5A.51 **Load pass rates by region (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Major cities	77.5	75.7	84.7	77.1	85.5	99.3	81.3	82.8	78.6
Inner regional	79.7	79.0	88.4	80.5	88.5	78.6	84.1	84.1	81.2
Outer regional	79.5	79.8	88.4	83.0	90.3	84.1	84.2	73.7	82.8
Remote and very remote	79.0	83.3	90.0	83.3	88.1	90.7	94.3	71.1	82.9
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8

- (a) Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.
- (b) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these areas throughout Australia studying in the jurisdiction.
- (c) In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.
- (d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (e) Additional information is provided in footnotes to table 5A.50.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.52

Table 5A.52 Load pass rates by disability status (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Reported as having a disability	70.5	72.7	83.4	72.1	85.3	70.2	77.8	66.7	74.0
Reported as not having a disability	79.4	84.2	91.8	82.6	87.3	81.3	85.3	79.2	83.6
Not reported disability	83.6	79.6	85.6	78.0	–	90.0	90.4	91.6	84.0
All students	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9
2012									
Reported as having a disability	71.6	73.4	83.3	69.6	84.2	71.7	76.1	73.5	74.3
Reported as not having a disability	79.6	84.2	90.7	81.6	86.6	82.5	81.7	76.7	83.3
Not reported disability	83.6	–	86.4	78.4	–	90.2	90.4	89.4	84.5
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Reported as having a disability	71.0	72.4	84.3	68.6	80.9	71.0	74.8	65.9	73.4
Reported as not having a disability	80.2	82.9	91.6	81.4	83.7	81.7	83.7	74.4	82.9
Not reported disability	90.7	86.0	86.9	79.7	–	91.5	93.7	86.5	85.7
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Reported as having a disability	70.6	68.1	80.3	68.3	80.6	69.1	76.4	67.1	71.4
Reported as not having a disability	79.7	78.8	89.6	80.8	87.3	79.2	82.9	76.5	81.3
Not reported disability	83.7	82.9	84.4	78.6	82.8	92.3	96.5	84.5	83.0
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Reported as having a disability	70.2	66.4	77.9	66.7	80.2	70.5	75.3	64.2	70.6
Reported as not having a disability	79.1	77.2	88.2	80.3	87.2	82.2	83.3	73.0	80.5
Not reported disability	75.3	84.8	83.4	75.0	83.1	94.7	78.0	75.4	80.8
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8

TABLE 5A.52

Table 5A.52 **Load pass rates by disability status (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(b)	People with disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2009 – 12.9%; 2010 – 13.5%; 2011 – 13.1%; 2012 – 10.5%; 2013 – 9.4%.								
(c)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(d)	Additional information is provided in footnotes to table 5A.50. – Nil or rounded to zero.								

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.53

Table 5A.53 Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Language other than English	76.3	81.0	83.7	79.8	79.2	60.2	82.2	65.3	79.0
English	79.5	84.3	89.7	82.7	89.7	81.7	85.2	85.8	84.2
Not reported	76.0	78.7	90.5	77.4	80.6	84.7	84.2	79.9	80.1
All students	78.6	83.3	89.4	81.6	87.1	80.1	84.7	79.3	82.9
2012									
Language other than English	76.5	79.7	82.7	76.6	83.4	63.9	81.7	63.8	78.3
English	79.9	84.5	89.3	81.5	87.9	82.7	81.6	82.5	83.9
Not reported	77.0	76.5	89.3	79.6	79.3	81.9	79.8	80.4	79.7
All students	78.9	83.4	88.9	80.5	86.4	81.3	81.4	77.4	82.7
2011									
Language other than English	76.5	76.5	80.6	75.8	81.2	63.2	79.5	60.8	76.6
English	80.5	83.5	90.2	81.6	83.6	82.1	84.1	80.3	83.6
Not reported	79.2	86.3	90.6	79.5	86.3	79.3	82.7	76.5	83.0
All students	79.6	82.3	89.7	80.4	83.6	80.8	83.5	74.7	82.4
2010									
Language other than English	75.1	71.3	75.3	74.2	86.9	63.6	81.7	64.0	74.2
English	80.2	79.7	88.5	81.2	86.9	80.1	84.0	82.6	82.2
Not reported	79.8	80.7	83.4	78.2	83.4	82.1	77.3	74.0	79.9
All students	79.0	78.2	87.5	79.8	86.8	79.0	82.6	76.6	80.7
2009									
Language other than English	74.8	69.2	73.1	71.3	86.9	60.7	78.8	59.2	73.0
English	79.6	78.7	87.6	81.0	86.3	83.3	82.9	78.6	81.6
Not reported	76.8	75.4	83.2	74.7	88.6	80.0	74.6	72.0	77.5
All students	78.3	76.8	86.5	78.7	86.6	82.0	81.9	72.6	79.8

Table 5A.53 **Load pass rates by language spoken at home (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	Load Pass Rate is the ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all students who were assessed and either passed, failed or withdrew. Note that previously published figures have changed due to the implementation of nationally consistent nominal hour values. The calculation is based on the annual hours for each assessable module or unit of competency and includes competencies achieved/units passed through recognition of prior learning.								
(b)	People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7% 2013 – 6.6%.								
(c)	In 2007, Victoria adopted end-date reporting and standard nominal hour values for common units of competency as the basis of calculating total hours of delivery. Previous years continue to be reported as scheduled hours. Consequently, this represents a break in series for Victorian and Australian hours.								
(d)	Additional information is provided in footnotes to table 5A.50.								
<i>Source:</i> NCVER unpublished, National VET provider collection.									

TABLE 5A.54

Table 5A.54 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	79 595	161 984	63 413	28 400	21 083	7 257	5 198	3 507	370 437
Aboriginal and Torres Strait Islander	no.	3 846	1 461	3 760	1 939	885	384	185	1 199	13 659
Non-Indigenous	no.	74 905	158 760	53 025	24 149	19 531	6 797	3 824	2 267	343 258
AQF VET course enrolments for all students										
All	no.	532 834	728 007	355 709	184 503	152 963	50 406	32 803	24 980	2 062 205
Aboriginal and Torres Strait Islander	no.	30 606	9 284	23 500	17 084	7 834	2 537	848	10 426	102 119
Non-Indigenous	no.	492 832	709 853	288 288	139 595	141 704	47 092	29 758	14 351	1 863 473
Proportion										
All	%	14.9	22.3	17.8	15.4	13.8	14.4	15.8	14.0	18.0
Aboriginal and Torres Strait Islander	%	12.6	15.7	16.0	11.3	11.3	15.1	21.8	11.5	13.4
Non-Indigenous	%	15.2	22.4	18.4	17.3	13.8	14.4	12.9	15.8	18.4
2011										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	70 847	114 192	65 390	29 392	20 051	6 914	4 874	3 360	315 020
Aboriginal and Torres Strait Islander	no.	3 244	1 230	3 586	1 948	922	296	153	1 105	12 484
Non-Indigenous	no.	66 647	109 928	51 792	25 473	18 373	6 510	3 229	2 218	284 170
AQF VET course enrolments for all students										
All	no.	503 048	622 416	367 685	187 437	113 864	54 353	29 510	25 258	1 903 571
Aboriginal and Torres Strait Islander	no.	28 233	8 009	24 731	17 001	5 943	2 402	701	10 590	97 610
Non-Indigenous	no.	463 924	598 695	282 506	137 799	103 723	50 735	23 128	14 432	1 674 942

TABLE 5A.54

Table 5A.54 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
All	%	14.1	18.3	17.8	15.7	17.6	12.7	16.5	13.3	16.5
Aboriginal and Torres Strait Islander	%	11.5	15.4	14.5	11.5	15.5	12.3	21.8	10.4	12.8
Non-Indigenous	%	14.4	18.4	18.3	18.5	17.7	12.8	14.0	15.4	17.0
2010										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	66 637	74 577	58 447	30 710	11 453	6 717	4 907	2 813	256 261
Aboriginal and Torres Strait Islander	no.	2 834	665	3 230	1 712	486	295	182	939	10 343
Non-Indigenous	no.	62 789	71 969	46 529	26 350	10 255	6 244	3 233	1 846	229 215
AQF VET course enrolments for all students										
All	no.	478 132	497 920	344 136	185 346	106 558	58 444	29 770	25 013	1 725 319
Aboriginal and Torres Strait Islander	no.	26 142	6 971	21 091	16 462	5 729	2 272	746	10 114	89 527
Non-Indigenous	no.	440 933	478 526	266 618	136 062	89 128	54 585	23 593	14 668	1 504 113
Proportion										
All	%	13.9	15.0	17.0	16.6	10.7	11.5	16.5	11.2	14.9
Aboriginal and Torres Strait Islander	%	10.8	9.5	15.3	10.4	8.5	13.0	24.4	9.3	11.6
Non-Indigenous	%	14.2	15.0	17.5	19.4	11.5	11.4	13.7	12.6	15.2
2009										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	61 220	58 982	52 776	26 036	17 585	6 340	5 253	2 528	230 720
Aboriginal and Torres Strait Islander	no.	2 392	580	2 552	1 537	532	251	142	783	8 769
Non-Indigenous	no.	58 074	56 810	43 219	22 117	16 599	5 912	4 237	1 710	208 678

TABLE 5A.54

Table 5A.54 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET course enrolments for all students										
All	no.	437 148	446 729	324 779	176 905	95 598	49 518	27 367	25 352	1 583 396
Aboriginal and Torres Strait Islander	no.	21 302	6 455	17 934	14 483	4 650	1 822	584	10 556	77 786
Non-Indigenous	no.	403 484	428 208	245 613	125 269	78 223	46 408	23 863	14 321	1 365 389
Proportion										
All	%	14.0	13.2	16.2	14.7	18.4	12.8	19.2	10.0	14.6
Aboriginal and Torres Strait Islander	%	11.2	9.0	14.2	10.6	11.4	13.8	24.3	7.4	11.3
Non-Indigenous	%	14.4	13.3	17.6	17.7	21.2	12.7	17.8	11.9	15.3
2008										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
All	no.	55 793	51 899	47 184	21 076	16 484	6 567	3 486	2 166	204 655
Aboriginal and Torres Strait Islander	no.	2 170	545	2 109	1 260	538	227	70	559	7 478
Non-Indigenous	no.	52 945	49 727	39 364	19 201	15 447	6 253	3 228	1 601	187 766
AQF VET course enrolments for all students										
All	no.	415 921	419 622	320 057	161 943	89 858	53 279	23 851	24 512	1 509 043
Aboriginal and Torres Strait Islander	no.	20 438	6 651	16 583	12 824	4 181	1 902	445	10 406	73 430
Non-Indigenous	no.	381 275	396 461	252 411	113 145	80 083	50 454	21 459	13 888	1 309 176
Proportion										
All	%	13.4	12.4	14.7	13.0	18.3	12.3	14.6	8.8	13.6
Aboriginal and Torres Strait Islander	%	10.6	8.2	12.7	9.8	12.9	11.9	15.7	5.4	10.2
Non-Indigenous	%	13.9	12.5	15.6	17.0	19.3	12.4	15.0	11.5	14.3

(a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).

(b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.

TABLE 5A.54

Table 5A.54 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.									
(d)	In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.									

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.55

Table 5A.55 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
All	no.	58 188	121 767	41 098	16 899	17 151	5 051	4 228	2 386	266 768
Aboriginal and Torres Strait Islander	no.	2 490	1 018	2 273	1 225	696	206	107	872	8 887
Non-Indigenous	no.	55 019	119 297	34 934	14 915	15 878	4 795	3 309	1 484	249 631
AQF VET course enrolments for students aged 20–64 years										
All	no.	358 230	531 424	243 063	130 059	116 479	38 499	26 682	18 725	1 463 161
Aboriginal and Torres Strait Islander	no.	17 963	6 223	15 369	12 558	5 551	1 621	582	7 835	67 702
Non-Indigenous	no.	333 276	518 116	199 195	97 257	108 051	36 286	24 505	10 738	1 327 424
Proportion										
All	%	16.2	22.9	16.9	13.0	14.7	13.1	15.8	12.7	18.2
Aboriginal and Torres Strait Islander	%	13.9	16.4	14.8	9.8	12.5	12.7	18.4	11.1	13.1
Non-Indigenous	%	16.5	23.0	17.5	15.3	14.7	13.2	13.5	13.8	18.8
2011										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
All	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665
Aboriginal and Torres Strait Islander	no.	2 154	896	2 433	1 097	716	184	112	789	8 381
Non-Indigenous	no.	49 400	81 661	37 280	15 895	14 939	4 580	2 769	1 599	208 123
AQF VET course enrolments for students aged 20–64 years										
All	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
Aboriginal and Torres Strait Islander	no.	16 526	5 344	16 442	12 087	4 264	1 510	487	7 937	64 597
Non-Indigenous	no.	308 911	431 304	202 321	94 153	75 365	38 626	18 620	10 783	1 180 083

TABLE 5A.55

Table 5A.55 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
All	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1
Aboriginal and Torres Strait Islander	%	13.0	16.8	14.8	9.1	16.8	12.2	23.0	9.9	13.0
Non-Indigenous	%	16.0	18.9	18.4	16.9	19.8	11.9	14.9	14.8	17.6
2010										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
All	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
Aboriginal and Torres Strait Islander	no.	1 861	466	2 111	894	402	163	108	701	6 706
Non-Indigenous	no.	45 606	52 742	31 148	16 655	8 324	4 354	2 445	1 369	162 643
AQF VET course enrolments for students aged 20–64 years										
All	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279
Aboriginal and Torres Strait Islander	no.	15 293	4 541	14 180	11 744	4 105	1 425	466	7 398	59 152
Non-Indigenous	no.	290 065	341 775	185 849	92 912	64 006	41 119	18 899	10 724	1 045 349
Proportion										
All	%	15.4	15.4	16.2	14.5	12.3	10.6	15.8	11.4	15.0
Aboriginal and Torres Strait Islander	%	12.2	10.3	14.9	7.6	9.8	11.4	23.2	9.5	11.3
Non-Indigenous	%	15.7	15.4	16.8	17.9	13.0	10.6	12.9	12.8	15.6
2009										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
All	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809
Aboriginal and Torres Strait Islander	no.	1 654	411	1 505	846	422	166	97	548	5 649
Non-Indigenous	no.	41 165	41 078	26 617	13 673	12 845	4 201	3 102	1 125	143 806

TABLE 5A.55

Table 5A.55 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET course enrolments for students aged 20–64 years										
All	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
Aboriginal and Torres Strait Islander	no.	12 554	4 407	11 341	10 136	3 232	1 198	421	7 389	50 678
Non-Indigenous	no.	259 238	311 283	169 971	82 998	55 294	34 224	18 667	10 168	941 843
Proportion										
All	%	15.5	13.2	14.5	12.8	20.2	12.3	18.1	9.5	14.5
Aboriginal and Torres Strait Islander	%	13.2	9.3	13.3	8.3	13.1	13.9	23.0	7.4	11.1
Non-Indigenous	%	15.9	13.2	15.7	16.5	23.2	12.3	16.6	11.1	15.3
2008										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
All	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
Aboriginal and Torres Strait Islander	no.	1 466	377	1 332	716	390	176	49	399	4 905
Non-Indigenous	no.	37 044	35 028	27 324	12 218	11 583	4 744	2 575	1 048	131 564
AQF VET course enrolments for students aged 20–64 years										
All	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036
Aboriginal and Torres Strait Islander	no.	11 870	4 660	10 207	8 754	2 965	1 356	321	7 426	47 559
Non-Indigenous	no.	240 067	283 135	175 823	71 922	56 598	38 993	16 496	9 758	892 792
Proportion										
All	%	15.0	12.2	14.5	12.9	19.6	12.1	15.1	8.4	13.9
Aboriginal and Torres Strait Islander	%	12.4	8.1	13.0	8.2	13.2	13.0	15.3	5.4	10.3
Non-Indigenous	%	15.4	12.4	15.5	17.0	20.5	12.2	15.6	10.7	14.7

(a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).

(b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.

Table 5A.55 VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by Indigenous status (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.									
(d)	In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.									

Source: NCVER (unpublished) National VET provider collection.

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	no.	47 079	108 409	35 113	19 306	14 271	36	4 293	35	228 542
Inner regional	no.	20 942	38 941	14 655	2 933	2 505	4 389	423	25	84 813
Outer regional	no.	7 160	9 875	9 631	2 940	3 039	2 460	112	1 975	37 192
Remote and very remote	no.	1 151	347	2 874	2 179	883	305	16	1 285	9 040
Remote	no.	904	301	1 679	1 389	688	293	12	793	6 059
Very remote	no.	247	46	1 195	790	195	12	4	492	2 981
Outside Australia	no.	1 701	2 972	798	932	275	57	211	65	7 011
Not known	no.	1 562	1 440	342	110	110	10	143	122	3 839
All students	no.	79 595	161 984	63 413	28 400	21 083	7 257	5 198	3 507	370 437
AQF VET course enrolments for all students										
Major cities	no.	323 134	483 680	184 794	116 221	101 365	419	26 620	167	1 236 400
Inner regional	no.	132 738	181 256	81 004	20 451	18 801	29 501	2 314	129	466 194
Outer regional	no.	51 400	43 853	58 402	20 443	22 133	17 293	521	11 283	225 328
Remote and very remote	no.	8 920	1 797	19 912	21 697	6 579	2 771	67	11 386	73 129
Remote	no.	6 616	1 469	10 837	12 902	4 900	2 591	41	6 067	45 423
Very remote	no.	2 304	328	9 075	8 795	1 679	180	26	5 319	27 706
Outside Australia	no.	7 112	13 990	8 258	4 742	2 045	322	1 942	255	38 666
Not known	no.	9 530	3 431	3 339	949	2 040	100	1 339	1 760	22 488
All students	no.	532 834	728 007	355 709	184 503	152 963	50 406	32 803	24 980	2 062 205

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Major cities	%	14.6	22.4	19.0	16.6	14.1	8.6	16.1	21.0	18.5
Inner regional	%	15.8	21.5	18.1	14.3	13.3	14.9	18.3	19.4	18.2
Outer regional	%	13.9	22.5	16.5	14.4	13.7	14.2	21.5	17.5	16.5
Remote and very remote	%	12.9	19.3	14.4	10.0	13.4	11.0	23.9	11.3	12.4
Remote	%	13.7	20.5	15.5	10.8	14.0	11.3	29.3	13.1	13.3
Very remote	%	10.7	14.0	13.2	9.0	11.6	6.7	15.4	9.2	10.8
Outside Australia	%	23.9	21.2	9.7	19.7	13.4	17.7	10.9	25.5	18.1
Not known	%	16.4	42.0	10.2	11.6	5.4	10.0	10.7	6.9	17.1
All students	%	14.9	22.3	17.8	15.4	13.8	14.4	15.8	14.0	18.0

2011**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	43 855	73 319	36 209	20 187	12 309	36	4 007	67	189 989
Inner regional	no.	17 679	27 978	15 174	2 863	2 167	4 258	372	22	70 513
Outer regional	no.	5 819	7 896	9 825	2 875	2 803	2 268	42	1 740	33 268
Remote and very remote	no.	727	312	3 051	2 237	866	289	8	1 342	8 832
Remote	no.	563	255	1 663	1 379	682	281	5	865	5 693
Very remote	no.	164	57	1 388	858	184	8	np	477	3 139
Outside Australia	no.	1 475	3 522	825	1 111	240	56	310	145	7 684
Not known	no.	1 292	1 165	306	119	1 666	7	135	44	4 734
All students	no.	70 847	114 192	65 390	29 392	20 051	6 914	4 874	3 360	315 020

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET course enrolments for all students										
Major cities	no.	302 951	395 434	187 280	118 253	61 884	581	23 719	202	1 090 304
Inner regional	no.	124 360	160 409	84 808	20 391	12 714	32 012	1 980	77	436 751
Outer regional	no.	48 449	43 630	60 469	20 349	16 433	18 138	399	10 650	218 517
Remote and very remote	no.	7 362	2 328	21 354	20 852	4 927	3 045	33	13 622	73 523
Remote	no.	5 594	2 109	11 213	12 158	3 687	2 806	32	7 430	45 029
Very remote	no.	1 768	219	10 141	8 694	1 240	239	np	6 192	28 494
Outside Australia	no.	7 769	18 510	9 294	6 586	2 115	471	1 878	341	46 964
Not known	no.	12 157	2 105	4 480	1 006	15 791	106	1 501	366	37 512
All students	no.	503 048	622 416	367 685	187 437	113 864	54 353	29 510	25 258	1 903 571
Proportion										
Major cities	%	14.5	18.5	19.3	17.1	19.9	6.2	16.9	33.2	17.4
Inner regional	%	14.2	17.4	17.9	14.0	17.0	13.3	18.8	28.6	16.1
Outer regional	%	12.0	18.1	16.2	14.1	17.1	12.5	10.5	16.3	15.2
Remote and very remote	%	9.9	13.4	14.3	10.7	17.6	9.5	24.2	9.9	12.0
Remote	%	10.1	12.1	14.8	11.3	18.5	10.0	15.6	11.6	12.6
Very remote	%	9.3	26.0	13.7	9.9	14.8	3.3	np	7.7	11.0
Outside Australia	%	19.0	19.0	8.9	16.9	11.3	11.9	16.5	42.5	16.4
Not known	%	10.6	55.3	6.8	11.8	10.6	6.6	9.0	12.0	12.6
All students	%	14.1	18.3	17.8	15.7	17.6	12.7	16.5	13.3	16.5

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	no.	37 962	46 489	28 115	17 590	6 949	133	3 587	34	140 859
Inner regional	no.	16 228	19 148	14 060	6 191	1 564	3 296	660	21	61 168
Outer regional	no.	8 948	4 487	11 479	2 882	2 067	2 887	57	1 424	34 231
Remote and very remote	no.	930	269	3 258	2 580	572	290	3	1 213	9 115
Remote	no.	768	229	1 681	1 009	426	273	1	386	4 773
Very remote	no.	162	40	1 577	1 571	146	17	2	827	4 342
Outside Australia	no.	1 960	2 727	1 377	1 322	84	93	238	108	7 909
Not known	no.	609	1 457	158	145	217	18	362	13	2 979
All students	no.	66 637	74 577	58 447	30 710	11 453	6 717	4 907	2 813	256 261
AQF VET course enrolments for all students										
Major cities	no.	272 281	302 733	158 919	101 394	62 638	2 520	21 909	268	922 662
Inner regional	no.	108 082	135 212	72 532	35 099	14 450	28 655	4 775	152	398 957
Outer regional	no.	72 041	34 651	74 833	19 968	14 943	23 911	580	11 095	252 022
Remote and very remote	no.	9 761	2 054	24 461	22 019	5 997	2 447	34	12 991	79 764
Remote	no.	8 139	1 750	12 737	6 857	4 167	2 295	26	3 755	39 726
Very remote	no.	1 622	304	11 724	15 162	1 830	152	8	9 236	40 038
Outside Australia	no.	9 648	19 359	12 480	6 041	3 067	627	1 909	395	53 526
Not known	no.	6 319	3 911	911	825	5 463	284	563	112	18 388
All students	no.	478 132	497 920	344 136	185 346	106 558	58 444	29 770	25 013	1 725 319

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Major cities	%	13.9	15.4	17.7	17.3	11.1	5.3	16.4	12.7	15.3
Inner regional	%	15.0	14.2	19.4	17.6	10.8	11.5	13.8	13.8	15.3
Outer regional	%	12.4	12.9	15.3	14.4	13.8	12.1	9.8	12.8	13.6
Remote and very remote	%	9.5	13.1	13.3	11.7	9.5	11.9	8.8	9.3	11.4
Remote	%	9.4	13.1	13.2	14.7	10.2	11.9	3.8	10.3	12.0
Very remote	%	10.0	13.2	13.5	10.4	8.0	11.2	25.0	9.0	10.8
Outside Australia	%	20.3	14.1	11.0	21.9	2.7	14.8	12.5	27.3	14.8
Not known	%	9.6	37.3	17.3	17.6	4.0	6.3	64.3	11.6	16.2
All students	%	13.9	15.0	17.0	16.6	10.7	11.5	16.5	11.2	14.9

2009**AQF VET qualifications completed by all students at a higher education level than their previous highest education level**

Major cities	no.	35 667	34 882	25 374	14 782	11 323	307	4 031	35	126 401
Inner regional	no.	15 019	16 680	12 056	5 426	2 750	3 007	864	13	55 815
Outer regional	no.	7 859	4 198	11 004	2 582	2 414	2 664	93	1 338	32 152
Remote and very remote	no.	925	194	2 863	1 938	649	226	10	1 064	7 869
Remote	no.	792	138	1 585	743	504	201	6	422	4 391
Very remote	no.	133	56	1 278	1 195	145	25	4	642	3 478
Outside Australia	no.	1 594	2 559	1 410	1 176	210	114	232	74	7 369
Not known	no.	156	469	69	132	239	22	23	4	1 114
All students	no.	61 220	58 982	52 776	26 036	17 585	6 340	5 253	2 528	230 720

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET course enrolments for all students										
Major cities	no.	251 707	267 948	151 428	98 461	59 484	2 100	20 258	202	851 588
Inner regional	no.	96 464	121 044	66 324	33 857	13 543	23 939	4 447	112	359 730
Outer regional	no.	64 408	31 471	70 124	18 042	13 615	20 145	621	11 027	229 453
Remote and very remote	no.	9 646	1 824	23 473	19 478	5 309	2 284	46	13 635	75 695
Remote	no.	7 866	1 590	12 584	6 091	3 692	2 076	28	4 187	38 114
Very remote	no.	1 780	234	10 889	13 387	1 617	208	18	9 448	37 581
Outside Australia	no.	9 540	20 772	12 720	6 270	2 256	725	1 896	295	54 474
Not known	no.	5 383	3 670	710	797	1 391	325	99	81	12 456
All students	no.	437 148	446 729	324 779	176 905	95 598	49 518	27 367	25 352	1 583 396
Proportion										
Major cities	%	14.2	13.0	16.8	15.0	19.0	14.6	19.9	17.3	14.8
Inner regional	%	15.6	13.8	18.2	16.0	20.3	12.6	19.4	11.6	15.5
Outer regional	%	12.2	13.3	15.7	14.3	17.7	13.2	15.0	12.1	14.0
Remote and very remote	%	9.6	10.6	12.2	9.9	12.2	9.9	21.7	7.8	10.4
Remote	%	10.1	8.7	12.6	12.2	13.7	9.7	21.4	10.1	11.5
Very remote	%	7.5	23.9	11.7	8.9	9.0	12.0	22.2	6.8	9.3
Outside Australia	%	16.7	12.3	11.1	18.8	9.3	15.7	12.2	25.1	13.5
Not known	%	2.9	12.8	9.7	16.6	17.2	6.8	23.2	4.9	8.9
All students	%	14.0	13.2	16.2	14.7	18.4	12.8	19.2	10.0	14.6

TABLE 5A.56

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
AQF VET qualifications completed by all students at a higher education level than their previous highest education level										
Major cities	no.	32 106	29 897	22 980	11 880	10 775	57	2 622	49	110 366
Inner regional	no.	13 618	15 937	10 360	4 415	2 343	3 222	599	22	50 516
Outer regional	no.	7 858	3 663	9 889	2 239	2 221	2 902	77	1 111	29 960
Remote and very remote	no.	981	160	3 031	1 778	768	241	6	931	7 896
Remote	no.	809	147	1 702	809	644	208	5	392	4 716
Very remote	no.	172	13	1 329	969	124	33	1	539	3 180
Outside Australia	no.	1 200	1 461	807	686	208	120	175	43	4 700
Not known	no.	30	781	117	78	169	25	7	10	1 217
All students	no.	55 793	51 899	47 184	21 076	16 484	6 567	3 486	2 166	204 655
AQF VET course enrolments for all students										
Major cities	no.	244 700	249 938	152 395	89 325	56 142	1 003	18 104	240	811 847
Inner regional	no.	91 068	118 258	64 596	30 116	12 582	26 645	3 906	112	347 283
Outer regional	no.	59 089	29 247	69 030	17 990	12 801	22 197	448	10 435	221 237
Remote and very remote	no.	9 023	1 666	23 857	18 878	5 091	2 521	35	13 446	74 517
Remote	no.	7 347	1 443	12 966	6 076	3 694	2 225	28	4 400	38 179
Very remote	no.	1 676	223	10 891	12 802	1 397	296	7	9 046	36 338
Outside Australia	no.	8 457	18 434	8 966	5 156	1 773	712	1 283	214	44 995
Not known	no.	3 584	2 079	1 213	478	1 469	201	75	65	9 164
All students	no.	415 921	419 622	320 057	161 943	89 858	53 279	23 851	24 512	1 509 043

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Major cities	%	13.1	12.0	15.1	13.3	19.2	5.7	14.5	20.4	13.6
Inner regional	%	15.0	13.5	16.0	14.7	18.6	12.1	15.3	19.6	14.5
Outer regional	%	13.3	12.5	14.3	12.4	17.4	13.1	17.2	10.6	13.5
Remote and very remote	%	10.9	9.6	12.7	9.4	15.1	9.6	17.1	6.9	10.6
Remote	%	11.0	10.2	13.1	13.3	17.4	9.3	17.9	8.9	12.4
Very remote	%	10.3	5.8	12.2	7.6	8.9	11.1	14.3	6.0	8.8
Outside Australia	%	14.2	7.9	9.0	13.3	11.7	16.9	13.6	20.1	10.4
Not known	%	0.8	37.6	9.6	16.3	11.5	12.4	9.3	15.4	13.3
All students	%	13.4	12.4	14.7	13.0	18.3	12.3	14.6	8.8	13.6

- (a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (c) In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (f) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

Table 5A.56 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(g)									

(g) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

np Not published.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Major cities	no.	35 144	82 016	22 523	11 025	11 724	31	3 469	30	165 962
Inner regional	no.	14 803	28 094	9 354	1 672	1 987	3 134	341	22	59 407
Outer regional	no.	4 955	7 613	6 397	1 759	2 357	1 603	100	1 300	26 084
Remote and very remote	no.	819	281	1 876	1 544	714	220	14	887	6 355
Remote	no.	622	239	1 071	916	547	216	10	497	4 118
Very remote	no.	197	42	805	628	167	4	4	390	2 237
Outside Australia	no.	1 236	2 679	763	851	274	57	201	63	6 124
Not known	no.	1 231	1 084	185	48	95	6	103	84	2 836
All students	no.	58 188	121 767	41 098	16 899	17 151	5 051	4 228	2 386	266 768
AQF VET course enrolments for students aged 20–64 years										
Major cities	no.	222 487	359 027	126 890	79 758	80 197	393	21 590	150	890 492
Inner regional	no.	85 057	125 721	53 561	14 027	13 223	23 007	1 731	87	316 414
Outer regional	no.	33 327	30 335	39 663	14 408	15 088	12 549	417	8 214	154 001
Remote and very remote	no.	6 052	1 322	13 629	16 764	4 676	2 168	60	8 758	53 429
Remote	no.	4 386	1 043	7 234	9 739	3 498	2 021	34	4 563	32 518
Very remote	no.	1 666	279	6 395	7 025	1 178	147	26	4 195	20 911
Outside Australia	no.	6 186	12 479	6 978	4 369	1 918	307	1 802	229	34 268
Not known	no.	5 121	2 540	2 342	733	1 377	75	1 082	1 287	14 557
All students	no.	358 230	531 424	243 063	130 059	116 479	38 499	26 682	18 725	1 463 161

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Major cities	%	15.8	22.8	17.8	13.8	14.6	7.9	16.1	20.0	18.6
Inner regional	%	17.4	22.3	17.5	11.9	15.0	13.6	19.7	25.3	18.8
Outer regional	%	14.9	25.1	16.1	12.2	15.6	12.8	24.0	15.8	16.9
Remote and very remote	%	13.5	21.3	13.8	9.2	15.3	10.1	23.3	10.1	11.9
Remote	%	14.2	22.9	14.8	9.4	15.6	10.7	29.4	10.9	12.7
Very remote	%	11.8	15.1	12.6	8.9	14.2	2.7	15.4	9.3	10.7
Outside Australia	%	20.0	21.5	10.9	19.5	14.3	18.6	11.2	27.5	17.9
Not known	%	24.0	42.7	7.9	6.5	6.9	8.0	9.5	6.5	19.5
All students	%	16.2	22.9	16.9	13.0	14.7	13.1	15.8	12.7	18.2

2011**AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level**

Major cities	no.	33 120	54 377	24 892	11 572	10 344	33	3 218	63	137 619
Inner regional	no.	12 421	20 184	10 395	1 772	1 768	3 062	287	20	49 909
Outer regional	no.	4 086	6 080	6 809	1 712	2 148	1 501	40	1 253	23 629
Remote and very remote	no.	522	229	2 134	1 500	688	179	8	894	6 154
Remote	no.	395	181	1 124	879	534	173	5	519	3 810
Very remote	no.	127	48	1 010	621	154	6	np	375	2 344
Outside Australia	no.	1 231	3 138	729	1 015	230	49	285	143	6 820
Not known	no.	1 017	1 016	176	48	1 140	5	92	40	3 534
All students	no.	52 397	85 024	45 135	17 619	16 318	4 829	3 930	2 413	227 665

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET course enrolments for students aged 20–64 years										
Major cities	no.	205 661	287 760	128 570	79 632	48 246	549	19 140	193	769 751
Inner regional	no.	78 328	111 713	56 406	13 861	8 820	24 725	1 427	71	295 351
Outer regional	no.	30 965	29 962	41 979	14 008	11 249	13 002	277	7 521	148 963
Remote and very remote	no.	4 846	1 371	14 803	15 763	3 507	2 264	29	10 504	53 087
Remote	no.	3 596	1 182	7 797	8 851	2 614	2 086	28	5 591	31 745
Very remote	no.	1 250	189	7 006	6 912	893	178	np	4 913	21 342
Outside Australia	no.	6 902	16 708	7 892	6 046	1 870	433	1 693	325	41 869
Not known	no.	7 018	1 550	3 352	756	9 417	92	969	286	23 440
All students	no.	333 720	449 064	253 002	130 066	83 109	41 065	23 535	18 900	1 332 461
Proportion										
Major cities	%	16.1	18.9	19.4	14.5	21.4	6.0	16.8	32.6	17.9
Inner regional	%	15.9	18.1	18.4	12.8	20.0	12.4	20.1	28.2	16.9
Outer regional	%	13.2	20.3	16.2	12.2	19.1	11.5	14.4	16.7	15.9
Remote and very remote	%	10.8	16.7	14.4	9.5	19.6	7.9	27.6	8.5	11.6
Remote	%	11.0	15.3	14.4	9.9	20.4	8.3	17.9	9.3	12.0
Very remote	%	10.2	25.4	14.4	9.0	17.2	3.4	np	7.6	11.0
Outside Australia	%	17.8	18.8	9.2	16.8	12.3	11.3	16.8	44.0	16.3
Not known	%	14.5	65.5	5.3	6.3	12.1	5.4	9.5	14.0	15.1
All students	%	15.7	18.9	17.8	13.5	19.6	11.8	16.7	12.8	17.1

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Major cities	no.	27 811	34 048	18 637	10 387	5 770	117	2 769	32	99 571
Inner regional	no.	11 353	13 456	9 305	3 462	1 223	2 376	479	17	41 671
Outer regional	no.	6 384	3 184	7 335	1 667	1 571	1 849	48	1 073	23 111
Remote and very remote	no.	689	232	2 078	1 714	460	204	2	863	6 242
Remote	no.	557	198	1 018	671	339	192	1	237	3 213
Very remote	no.	132	34	1 060	1 043	121	12	1	626	3 029
Outside Australia	no.	1 625	2 506	1 028	1 147	73	81	217	98	6 775
Not known	no.	468	1 329	54	76	184	12	241	8	2 372
All students	no.	48 330	54 755	38 437	18 453	9 281	4 639	3 756	2 091	179 742
AQF VET course enrolments for students aged 20–64 years										
Major cities	no.	182 828	218 025	110 908	68 413	46 577	2 367	17 521	245	646 884
Inner regional	no.	67 424	92 969	48 861	22 355	9 062	21 914	3 627	122	266 334
Outer regional	no.	46 022	23 209	50 581	13 600	9 796	16 869	412	7 676	168 165
Remote and very remote	no.	6 316	1 402	16 241	16 517	4 224	1 836	27	9 818	56 381
Remote	no.	5 110	1 133	8 205	4 728	2 873	1 724	21	2 704	26 498
Very remote	no.	1 206	269	8 036	11 789	1 351	112	6	7 114	29 883
Outside Australia	no.	8 478	17 446	10 140	5 515	2 742	558	1 719	375	46 973
Not known	no.	2 481	3 102	633	458	3 148	235	408	77	10 542
All students	no.	313 549	356 153	237 364	126 858	75 549	43 779	23 714	18 313	1 195 279

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Major cities	%	15.2	15.6	16.8	15.2	12.4	4.9	15.8	13.1	15.4
Inner regional	%	16.8	14.5	19.0	15.5	13.5	10.8	13.2	13.9	15.6
Outer regional	%	13.9	13.7	14.5	12.3	16.0	11.0	11.7	14.0	13.7
Remote and very remote	%	10.9	16.5	12.8	10.4	10.9	11.1	7.4	8.8	11.1
Remote	%	10.9	17.5	12.4	14.2	11.8	11.1	4.8	8.8	12.1
Very remote	%	10.9	12.6	13.2	8.8	9.0	10.7	16.7	8.8	10.1
Outside Australia	%	19.2	14.4	10.1	20.8	2.7	14.5	12.6	26.1	14.4
Not known	%	18.9	42.8	8.5	16.6	5.8	5.1	59.1	10.4	22.5
All students	%	15.4	15.4	16.2	14.5	12.3	10.6	15.8	11.4	15.0

2009**AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level**

Major cities	no.	25 186	24 872	15 513	8 387	8 979	264	2 966	31	86 198
Inner regional	no.	10 335	11 970	7 018	2 920	1 948	2 194	623	9	37 017
Outer regional	no.	5 574	3 121	6 543	1 394	1 741	1 752	71	898	21 094
Remote and very remote	no.	745	163	1 634	1 332	525	170	10	693	5 272
Remote	no.	633	107	897	484	406	147	6	228	2 908
Very remote	no.	112	56	737	848	119	23	4	465	2 364
Outside Australia	no.	1 334	2 274	1 191	1 013	203	102	188	68	6 373
Not known	no.	126	410	43	52	191	18	14	1	855
All students	no.	43 300	42 810	31 942	15 098	13 587	4 500	3 872	1 700	156 809

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
AQF VET course enrolments for students aged 20–64 years										
Major cities	no.	163 730	196 545	104 439	65 156	43 244	1 898	15 780	184	590 976
Inner regional	no.	58 754	84 374	43 629	21 165	8 475	17 978	3 358	93	237 826
Outer regional	no.	40 634	21 656	46 043	11 693	9 002	13 865	446	7 272	150 611
Remote and very remote	no.	6 434	1 224	15 008	13 977	3 688	1 794	39	10 079	52 243
Remote	no.	5 130	1 031	7 760	3 950	2 523	1 621	21	3 008	25 044
Very remote	no.	1 304	193	7 248	10 027	1 165	173	18	7 071	27 199
Outside Australia	no.	8 338	18 134	10 119	5 524	1 983	671	1 666	273	46 708
Not known	no.	1 449	2 700	495	429	975	252	52	54	6 406
All students	no.	279 339	324 633	219 733	117 944	67 367	36 458	21 341	17 955	1 084 770
Proportion										
Major cities	%	15.4	12.7	14.9	12.9	20.8	13.9	18.8	16.8	14.6
Inner regional	%	17.6	14.2	16.1	13.8	23.0	12.2	18.6	9.7	15.6
Outer regional	%	13.7	14.4	14.2	11.9	19.3	12.6	15.9	12.3	14.0
Remote and very remote	%	11.6	13.3	10.9	9.5	14.2	9.5	25.6	6.9	10.1
Remote	%	12.3	10.4	11.6	12.3	16.1	9.1	28.6	7.6	11.6
Very remote	%	8.6	29.0	10.2	8.5	10.2	13.3	22.2	6.6	8.7
Outside Australia	%	16.0	12.5	11.8	18.3	10.2	15.2	11.3	24.9	13.6
Not known	%	8.7	15.2	8.7	12.1	19.6	7.1	26.9	1.9	13.3
All students	%	15.5	13.2	14.5	12.8	20.2	12.3	18.1	9.5	14.5

TABLE 5A.57

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
AQF VET qualifications completed by students aged 20–64 years, at a higher education level than their previous highest education level										
Major cities	no.	22 443	21 028	15 712	7 521	8 178	53	2 093	46	77 074
Inner regional	no.	9 279	10 999	6 811	2 583	1 675	2 451	476	18	34 292
Outer regional	no.	5 456	2 552	6 431	1 332	1 599	2 163	62	764	20 359
Remote and very remote	no.	739	130	1 918	1 177	568	188	3	577	5 300
Remote	no.	615	119	1 098	522	477	157	2	188	3 178
Very remote	no.	124	11	820	655	91	31	1	389	2 122
Outside Australia	no.	972	1 320	719	566	202	108	135	40	4 062
Not known	no.	22	710	88	38	137	21	5	8	1 029
All students	no.	38 911	36 739	31 679	13 217	12 359	4 984	2 774	1 453	142 116
AQF VET course enrolments for students aged 20–64 years										
Major cities	no.	156 663	180 374	107 242	55 995	40 541	942	13 990	220	555 967
Inner regional	no.	54 187	81 911	42 956	17 541	7 788	20 739	2 882	92	228 096
Outer regional	no.	35 944	20 190	45 135	11 335	8 550	16 588	300	6 939	144 981
Remote and very remote	no.	5 766	1 139	15 731	13 094	3 649	2 023	26	9 858	51 286
Remote	no.	4 603	942	8 395	3 841	2 610	1 762	19	2 932	25 104
Very remote	no.	1 163	197	7 336	9 253	1 039	261	7	6 926	26 182
Outside Australia	no.	7 115	15 556	6 955	4 406	1 568	655	1 103	203	37 561
Not known	no.	293	1 579	789	251	960	167	60	46	4 145
All students	no.	259 968	300 749	218 808	102 622	63 056	41 114	18 361	17 358	1 022 036

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Major cities	%	14.3	11.7	14.7	13.4	20.2	5.6	15.0	20.9	13.9
Inner regional	%	17.1	13.4	15.9	14.7	21.5	11.8	16.5	19.6	15.0
Outer regional	%	15.2	12.6	14.2	11.8	18.7	13.0	20.7	11.0	14.0
Remote and very remote	%	12.8	11.4	12.2	9.0	15.6	9.3	11.5	5.9	10.3
Remote	%	13.4	12.6	13.1	13.6	18.3	8.9	10.5	6.4	12.7
Very remote	%	10.7	5.6	11.2	7.1	8.8	11.9	14.3	5.6	8.1
Outside Australia	%	13.7	8.5	10.3	12.8	12.9	16.5	12.2	19.7	10.8
Not known	%	7.5	45.0	11.2	15.1	14.3	12.6	8.3	17.4	24.8
All students	%	15.0	12.2	14.5	12.9	19.6	12.1	15.1	8.4	13.9

- (a) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (c) In 2009 NCVET changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma'.
- (e) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (f) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.

Table 5A.57 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a per cent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by remoteness (ARIA) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

np Not published.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.58

Table 5A.58 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by level of qualification (AQF Certificate III or above only) (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
AQF VET qualifications completed at a higher education level (a)	no.	66 292	139 174	50 584	20 008	17 023	5 329	4 712	2 029	305 151
AQF VET course completions for all students	no.	363 515	524 918	265 769	123 104	104 141	34 228	28 959	13 629	1 458 263
Proportion completed at a higher level	%	18.2	26.5	19.0	16.3	16.3	15.6	16.3	14.9	20.9
2011										
AQF VET qualifications completed at a higher education level (a)	no.	60 126	92 819	50 238	20 751	16 469	5 051	4 361	2 076	251 891
AQF VET course completions for all students	no.	348 313	448 325	268 992	123 847	79 686	35 845	25 580	13 231	1 343 819
Proportion completed at a higher level	%	17.3	20.7	18.7	16.8	20.7	14.1	17.0	15.7	18.7
2010										
AQF VET qualifications completed at a higher education level (a)	no.	55 911	60 341	43 483	21 799	8 733	4 892	4 362	1 724	201 245
AQF VET course completions for all students	no.	322 798	346 831	249 414	118 257	71 979	34 980	25 448	13 015	1 182 722
Proportion completed at a higher level	%	17.3	17.4	17.4	18.4	12.1	14.0	17.1	13.2	17.0
2009										
AQF VET qualifications completed at a higher education level (a)	no.	50 831	47 475	38 040	18 379	13 420	4 685	4 747	1 434	179 011
AQF VET course completions for all students	no.	289 401	307 484	237 049	109 573	63 598	30 919	23 230	11 985	1 073 239
Proportion completed at a higher level	%	17.6	15.4	16.0	16.8	21.1	15.2	20.4	12.0	16.7
2008										
AQF VET qualifications completed at a higher education level (a)	no.	45 413	39 736	36 014	15 397	11 557	5 042	3 124	1 256	157 539
AQF VET course completions for all students	no.	268 772	283 036	232 867	96 968	56 506	32 824	19 750	11 862	1 002 585

TABLE 5A.58

Table 5A.58 **VET qualification completions by all students with improved education/training status after training, as a per cent of course enrolments by all students undertaking AQF qualifications, by level of qualification (AQF Certificate III or above only) (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion completed at a higher level	%	16.9	14.0	15.5	15.9	20.5	15.4	15.8	10.6	15.7

- (a) AQF VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only).
- (b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (c) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.59

Table 5A.59 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a percent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011 (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
AQF VET qualifications completed at a higher education level (a)	no.	52 039	112 496	37 291	14 898	14 831	4 387	3 958	1 766	241 666
AQF VET course completions for all students	no.	289 283	415 015	194 230	93 646	87 728	28 761	23 805	11 615	1 144 083
Proportion completed at a higher level	%	18.0	27.1	19.2	15.9	16.9	15.3	16.6	15.2	21.1
2011										
AQF VET qualifications completed at a higher education level (a)	no.	47 503	75 961	38 690	15 796	14 460	4 148	3 692	1 850	202 100
AQF VET course completions for all students	no.	273 613	351 599	199 093	94 323	65 390	29 722	20 840	11 127	1 045 707
Proportion completed at a higher level	%	17.4	21.6	19.4	16.7	22.1	14.0	17.7	16.6	19.3
2010										
AQF VET qualifications completed at a higher education level (a)	no.	43 297	49 534	32 777	16 452	7 704	3 994	3 603	1 533	158 894
AQF VET course completions for all students	no.	250 487	269 105	182 183	89 008	58 026	28 448	20 790	10 791	908 838
Proportion completed at a higher level	%	17.3	18.4	18.0	18.5	13.3	14.0	17.3	14.2	17.5
2009										
AQF VET qualifications completed at a higher education level (a)	no.	38 253	38 270	28 721	13 333	11 689	3 986	3 678	1 232	139 162
AQF VET course completions for all students	no.	217 889	238 701	169 822	79 865	50 483	25 107	18 637	9 793	810 297
Proportion completed at a higher level	%	17.6	16.0	16.9	16.7	23.2	15.9	19.7	12.6	17.2
2008										
AQF VET qualifications completed at a higher education level (a)	no.	33 790	31 753	28 826	11 279	9 992	4 190	2 600	1 099	123 529
AQF VET course completions for all students	no.	198 880	214 916	170 501	67 142	44 415	27 158	15 738	9 751	748 501

TABLE 5A.59

Table 5A.59 **VET qualification completions by students aged 20–64 years with improved education/training status after training, as a percent of course enrolments by students aged 20–64 years undertaking AQF qualifications, by level of qualification (AQF Certificate III above only), by State and Territory, 2011 (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion completed at a higher level	%	17.0	14.8	16.9	16.8	22.5	15.4	16.5	11.3	16.5

- (a) AQF VET qualifications completed by all students at a higher education level than their previous highest education level (AQF Certificate III or above only).
- (b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools (except SA).
- (c) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (d) An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.

Source: NCVET (unpublished) National VET provider collection.

TABLE 5A.60

Table 5A.60 **Estimated completion rates and load pass rates for qualifications at certificate I and above, commencing 2008–12 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Estimated qualification completion rate	%	38.0	36.8	32.0	34.3	37.9	25.2	31.5	30.7	35.8
Subject load pass rate	%	79.5	83.4	88.8	81.2	86.8	82.2	81.1	77.7	83.1
2011										
Estimated qualification completion rate	%	38.8	34.4	35.8	36.1	35.3	23.4	40.3	27.3	35.6
Subject load pass rate	%	80.4	82.5	89.5	81.2	84.1	81.6	82.6	75.4	82.9
2010										
Estimated qualification completion rate	%	38.6	31.5	33.0	35.0	32.3	20.1	44.7	22.6	33.7
Subject load pass rate	%	80.2	77.9	87.7	80.5	87.2	80.3	81.8	76.7	81.2
2009										
Estimated qualification completion rate	%	36.6	29.4	28.1	33.5	37.8	25.6	46.5	18.2	32.1
Subject load pass rate	%	79.9	77.7	87.2	79.6	87.2	83.3	81.9	73.6	80.9
2008										
Estimated qualification completion rate	%	36.3	24.7	25.5	27.3	36.5	19.4	40.4	16.5	28.9
Subject load pass rate	%	79.9	77.3	86.7	77.5	87.3	80.9	81.5	72.4	80.4

(a) The estimated qualification completion rates for all years are computed using data from the National VET Provider Collection. The estimated rates may change slightly from the rates published in the previous year due to the reporting of additional qualification/course completions for previous years in the current collection.

(b) The relatively large decrease in completion rates for the Australian Capital Territory in 2012 is due to changes in the name encryption of some students across collection years, leading to a mismatch between qualification completions and enrolments.

Source: NCVET (2014); *Australian vocational education and training statistics: The likelihood of completing a VET qualification*, Adelaide.

TABLE 5A.61

Table 5A.61 Whether course helped graduates achieve their main reason for undertaking training, all graduates (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Helped achieve main reason	%	68.6 ± 1.1	64.6 ± 2.2	73.3 ± 1.4	73.2 ± 1.2	68.0 ± 1.7	71.5 ± 2.3	69.3 ± 2.8	78.9 ± 2.9	68.6 ± 0.8
Partly helped achieve main reason	%	14.7 ± 0.8	15.2 ± 1.6	13.1 ± 1.0	13.3 ± 1.0	14.3 ± 1.2	15.1 ± 1.8	15.2 ± 2.1	11.6 ± 2.3	14.4 ± 0.6
Did not help achieve main reason	%	6.2 ± 0.5	10.7 ± 1.5	7.3 ± 0.8	6.0 ± 0.6	7.3 ± 0.9	5.6 ± 1.1	4.4 ± 1.1	5.5 ± 1.5	7.9 ± 0.5
Did not know yet	%	10.5 ± 0.7	9.4 ± 1.3	6.3 ± 0.7	7.5 ± 0.7	10.4 ± 1.1	7.8 ± 1.3	11.0 ± 2.0	4.0 ± 1.4	9.1 ± 0.5
2012										
Helped achieve main reason	%	71.4 ± 1.7	67.7 ± 2.8	75.1 ± 2.5	76.8 ± 2.2	69.9 ± 3.3	74.0 ± 4.5	71.6 ± 4.7	76.5 ± 4.5	71.7 ± 1.1
Partly helped achieve main reason	%	12.3 ± 1.2	14.2 ± 2.0	12.6 ± 1.9	11.3 ± 1.7	13.0 ± 2.2	11.8 ± 3.3	16.3 ± 3.8	11.4 ± 3.3	12.8 ± 0.8
Did not help achieve main reason	%	6.3 ± 0.9	9.7 ± 2.0	6.8 ± 1.5	4.7 ± 1.0	6.5 ± 1.6	6.8 ± 2.7	5.4 ± 2.5	5.4 ± 2.6	7.1 ± 0.7
Did not know yet	%	10.0 ± 1.2	8.4 ± 1.6	5.5 ± 1.2	7.2 ± 1.2	10.6 ± 2.5	7.4 ± 2.6	6.7 ± 2.4	6.7 ± 2.7	8.4 ± 0.7
2011										
Helped achieve main reason	%	70.0 ± 1.1	71.6 ± 1.2	73.0 ± 1.1	74.4 ± 1.1	68.2 ± 1.7	71.6 ± 2.4	70.3 ± 3.1	82.5 ± 3.3	71.5 ± 0.5
Partly helped achieve main reason	%	14.1 ± 0.8	14.4 ± 0.9	12.6 ± 0.8	12.6 ± 0.9	13.8 ± 1.3	14.3 ± 1.9	15.1 ± 2.5	10.4 ± 2.7	13.6 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.6 ± 0.6	7.6 ± 0.6	5.4 ± 0.6	8.1 ± 0.9	6.4 ± 1.3	5.1 ± 1.5	2.5 ± 1.2	6.0 ± 0.3
Did not know yet	%	10.6 ± 0.7	8.5 ± 0.7	6.8 ± 0.6	7.6 ± 0.7	9.9 ± 1.1	7.7 ± 1.4	9.4 ± 1.9	4.6 ± 1.8	8.8 ± 0.3
2010										
Helped achieve main reason	%	69.6 ± 1.7	70.3 ± 2.0	74.0 ± 1.9	76.4 ± 2.0	71.2 ± 3.5	72.6 ± 3.5	77.0 ± 4.0	83.3 ± 3.4	71.9 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.2	12.1 ± 1.4	11.6 ± 1.4	11.2 ± 1.5	12.4 ± 2.6	12.6 ± 2.7	10.5 ± 2.9	7.4 ± 2.7	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.2	4.7 ± 1.0	6.7 ± 1.8	6.2 ± 2.1	4.6 ± 1.9	4.7 ± 2.2	6.5 ± 0.5
Did not know yet	%	10.0 ± 1.0	10.7 ± 1.3	7.2 ± 1.0	7.7 ± 1.2	9.7 ± 2.3	8.6 ± 2.1	7.9 ± 2.6	4.7 ± 1.6	9.2 ± 0.6
2009										
Helped achieve main reason	%	69.7 ± 1.1	72.1 ± 1.3	78.1 ± 1.1	75.6 ± 1.3	69.2 ± 2.0	72.0 ± 3.3	73.6 ± 2.9	80.7 ± 3.2	72.4 ± 0.6
Partly helped achieve main reason	%	14.6 ± 0.9	13.0 ± 1.0	11.3 ± 0.8	11.8 ± 1.0	13.8 ± 1.5	14.2 ± 2.6	13.1 ± 2.3	11.1 ± 2.6	13.3 ± 0.5
Did not help achieve main reason	%	5.6 ± 0.5	5.8 ± 0.7	4.4 ± 0.5	4.4 ± 0.7	7.1 ± 1.1	5.2 ± 1.7	4.0 ± 1.3	2.5 ± 1.3	5.4 ± 0.3
Did not know yet	%	10.2 ± 0.7	9.0 ± 0.8	6.2 ± 0.7	8.1 ± 0.8	9.8 ± 1.1	8.6 ± 2.1	9.2 ± 1.9	5.6 ± 1.6	8.9 ± 0.4

(a) Data in italics have relative standard errors greater than equal to or 25 per cent and need to be used with caution.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.61 **Whether course helped graduates achieve their main reason for undertaking training, all graduates (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.62

Table 5A.62 **Whether course helped graduates achieve their main reason for undertaking training, Aboriginal and Torres Strait Islander graduates (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Helped achieve main reason	%	76.8 ± 4.3	68.5 ± 23.0	71.6 ± 6.6	76.0 ± 6.1	84.8 ± 8.3	70.9 ± 8.9	43.9 ± 14.9	77.2 ± 7.6	74.2 ± 3.3
Partly helped achieve main reason	%	10.7 ± 2.9	24.9 ± 22.3	13.7 ± 5.0	12.3 ± 4.8	4.8 ± 4.2	16.8 ± 7.4	31.4 ± 13.9	10.0 ± 5.8	13.2 ± 2.7
Did not help achieve main reason	%	7.9 ± 2.8	5.4 ± 5.3	11.0 ± 5.1	7.6 ± 3.7	np	5.9 ± 4.5	np	6.1 ± 4.0	7.9 ± 1.9
Did not know yet	%	4.6 ± 2.2	np	3.8 ± 2.1	4.0 ± 2.8	8.1 ± 6.6	6.5 ± 4.6	17.3 ± 12.5	6.7 ± 4.5	4.7 ± 1.2
2012										
Helped achieve main reason	%	67.6 ± 9.7	59.2 ± 28.9	74.3 ± 12.5	74.5 ± 12.6	73.1 ± 15.3	54.0 ± 20.1	80.7 ± 27.0	83.3 ± 10.3	70.1 ± 6.0
Partly helped achieve main reason	%	14.3 ± 7.1	28.1 ± 30.9	15.8 ± 10.7	5.1 ± 6.1	14.7 ± 12.6	25.6 ± 18.7	np	np	14.7 ± 5.1
Did not help achieve main reason	%	8.6 ± 5.7	11.7 ± 14.8	6.8 ± 7.9	8.1 ± 7.9	np	np	np	–	8.1 ± 3.4
Did not know yet	%	9.4 ± 6.7	np	3.1 ± 3.1	12.3 ± 9.5	np	np	–	9.6 ± 7.8	7.1 ± 3.1
2011										
Helped achieve main reason	%	79.9 ± 4.8	73.2 ± 11.2	72.7 ± 4.9	81.7 ± 6.3	73.4 ± 8.1	65.8 ± 10.9	53.0 ± 21.0	86.0 ± 7.6	76.6 ± 2.6
Partly helped achieve main reason	%	7.3 ± 2.7	8.0 ± 4.9	12.3 ± 3.5	8.7 ± 4.4	7.8 ± 4.1	11.0 ± 6.7	24.2 ± 18.2	7.7 ± 5.9	9.3 ± 1.6
Did not help achieve main reason	%	6.5 ± 2.9	10.9 ± 6.4	8.2 ± 3.0	4.3 ± 3.3	11.1 ± 5.5	11.7 ± 7.4	np	np	7.4 ± 1.6
Did not know yet	%	6.3 ± 3.3	np	6.8 ± 3.0	5.3 ± 3.9	7.7 ± 5.7	11.5 ± 7.2	np	np	6.7 ± 1.8
2010										
Helped achieve main reason	%	79.3 ± 6.9	74.7 ± 15.3	80.8 ± 8.0	86.7 ± 7.2	70.0 ± 15.6	84.5 ± 12.7	56.3 ± 27.7	92.6 ± 6.1	79.7 ± 3.8
Partly helped achieve main reason	%	10.3 ± 4.8	19.8 ± 14.4	6.1 ± 4.1	6.6 ± 5.6	np	np	np	np	9.1 ± 2.5
Did not help achieve main reason	%	4.9 ± 3.9	np	7.2 ± 6.1	np	25.8 ± 15.2	–	np	–	6.7 ± 2.6
Did not know yet	%	5.5 ± 3.7	np	5.9 ± 4.4	np	–	np	np	np	4.4 ± 1.8
2009										
Helped achieve main reason	%	77.2 ± 6.3	70.5 ± 10.3	77.6 ± 5.8	78.9 ± 7.2	78.1 ± 11.9	62.6 ± 17.0	80.8 ± 15.9	77.3 ± 6.8	76.2 ± 3.2
Partly helped achieve main reason	%	11.3 ± 5.3	17.3 ± 6.9	8.8 ± 4.0	8.1 ± 5.5	8.1 ± 7.0	27.3 ± 15.6	np	10.4 ± 5.0	11.4 ± 2.5
Did not help achieve main reason	%	4.3 ± 2.5	7.9 ± 7.0	5.0 ± 2.8	4.0 ± 3.1	12.1 ± 9.8	np	np	–	5.0 ± 1.6
Did not know yet	%	7.3 ± 3.5	np	8.5 ± 3.9	8.9 ± 4.5	np	np	np	np	7.4 ± 1.8

Table 5A.62 **Whether course helped graduates achieve their main reason for undertaking training, Aboriginal and Torres Strait Islander graduates (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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- (a) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).
- (d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.63

Table 5A.63 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Helped achieve main reason	%	68.4 ± 1.1	65.2 ± 2.2	73.4 ± 1.4	73.3 ± 1.3	67.4 ± 1.7	71.7 ± 2.4	70.2 ± 2.9	79.1 ± 3.1	68.7 ± 0.9
Partly helped achieve main reason	%	14.6 ± 0.9	15.1 ± 1.6	13.1 ± 1.1	13.2 ± 1.0	14.6 ± 1.3	14.7 ± 1.9	14.7 ± 2.2	11.9 ± 2.5	14.4 ± 0.6
Did not help achieve main reason	%	6.1 ± 0.6	10.5 ± 1.5	7.2 ± 0.8	5.9 ± 0.6	7.4 ± 1.0	5.6 ± 1.2	4.4 ± 1.1	5.5 ± 1.6	7.8 ± 0.6
Did not know yet	%	10.9 ± 0.8	9.2 ± 1.3	6.3 ± 0.7	7.6 ± 0.7	10.6 ± 1.1	7.9 ± 1.4	10.7 ± 2.1	3.5 ± 1.4	9.1 ± 0.5
2012										
Helped achieve main reason	%	71.5 ± 1.8	68.3 ± 2.8	75.8 ± 2.6	77.2 ± 2.2	69.5 ± 3.4	75.8 ± 4.5	71.5 ± 4.8	75.2 ± 5.1	72.0 ± 1.1
Partly helped achieve main reason	%	12.1 ± 1.3	14.0 ± 2.0	12.0 ± 1.9	11.3 ± 1.7	13.0 ± 2.3	10.0 ± 3.0	16.3 ± 3.9	12.4 ± 3.8	12.6 ± 0.8
Did not help achieve main reason	%	6.3 ± 1.0	9.6 ± 2.1	6.7 ± 1.6	4.6 ± 1.0	6.6 ± 1.6	6.8 ± 2.9	5.3 ± 2.5	6.3 ± 3.0	7.1 ± 0.7
Did not know yet	%	10.1 ± 1.2	8.1 ± 1.6	5.6 ± 1.3	6.9 ± 1.2	10.9 ± 2.6	7.4 ± 2.7	7.0 ± 2.5	6.2 ± 2.9	8.3 ± 0.7
2011										
Helped achieve main reason	%	69.6 ± 1.1	71.6 ± 1.2	73.2 ± 1.1	74.5 ± 1.2	67.9 ± 1.8	72.0 ± 2.5	71.1 ± 3.2	81.1 ± 3.7	71.4 ± 0.6
Partly helped achieve main reason	%	14.3 ± 0.9	14.4 ± 0.9	12.4 ± 0.8	12.6 ± 0.9	14.0 ± 1.4	14.6 ± 2.0	14.2 ± 2.5	11.4 ± 3.1	13.7 ± 0.4
Did not help achieve main reason	%	5.3 ± 0.5	5.5 ± 0.6	7.6 ± 0.7	5.3 ± 0.6	8.0 ± 0.9	5.8 ± 1.3	5.1 ± 1.6	2.8 ± 1.3	6.0 ± 0.3
Did not know yet	%	10.8 ± 0.7	8.5 ± 0.8	6.8 ± 0.6	7.5 ± 0.7	10.1 ± 1.2	7.6 ± 1.5	9.6 ± 2.0	4.7 ± 2.1	8.9 ± 0.3
2010										
Helped achieve main reason	%	69.4 ± 1.7	70.5 ± 2.1	73.7 ± 2.0	75.8 ± 2.1	70.9 ± 3.7	71.9 ± 3.7	78.0 ± 4.0	82.0 ± 3.8	71.6 ± 0.9
Partly helped achieve main reason	%	13.8 ± 1.3	11.8 ± 1.4	11.9 ± 1.4	11.4 ± 1.6	12.9 ± 2.7	12.5 ± 2.7	9.7 ± 2.9	7.5 ± 3.0	12.5 ± 0.7
Did not help achieve main reason	%	6.6 ± 1.0	6.9 ± 1.1	7.3 ± 1.3	4.8 ± 1.0	5.7 ± 1.7	6.7 ± 2.3	4.3 ± 1.9	5.7 ± 2.7	6.5 ± 0.5
Did not know yet	%	10.2 ± 1.1	10.9 ± 1.4	7.1 ± 1.0	8.0 ± 1.3	10.5 ± 2.4	8.9 ± 2.2	7.9 ± 2.7	4.8 ± 1.6	9.4 ± 0.6
2009										
Helped achieve main reason	%	69.6 ± 1.1	72.3 ± 1.3	78.4 ± 1.1	75.6 ± 1.4	68.8 ± 2.0	72.4 ± 3.4	73.6 ± 3.0	81.3 ± 3.7	72.5 ± 0.6
Partly helped achieve main reason	%	14.5 ± 0.9	12.9 ± 1.0	11.2 ± 0.9	11.9 ± 1.0	14.1 ± 1.6	13.5 ± 2.7	13.2 ± 2.4	11.4 ± 3.0	13.2 ± 0.5
Did not help achieve main reason	%	5.6 ± 0.6	5.8 ± 0.7	4.3 ± 0.5	4.5 ± 0.7	7.0 ± 1.2	5.1 ± 1.8	4.0 ± 1.3	3.1 ± 1.7	5.4 ± 0.3
Did not know yet	%	10.4 ± 0.7	9.0 ± 0.8	6.0 ± 0.7	8.0 ± 0.9	10.1 ± 1.2	9.0 ± 2.2	9.2 ± 2.0	4.2 ± 1.8	9.0 ± 0.4

Table 5A.63 **Whether course helped graduates achieve their main reason for undertaking training, non-Indigenous graduates (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(c) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.64

Table 5A.64 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Helped achieve main reason	%	65.7 ± 1.5	62.7 ± 2.7	70.9 ± 1.9	71.4 ± 1.5	65.2 ± 2.0	np	68.1 ± 3.0	78.4 ± 20.6	66.0 ± 1.1
Partly helped achieve main reason	%	15.6 ± 1.1	15.8 ± 2.0	13.7 ± 1.4	14.0 ± 1.2	15.4 ± 1.5	np	15.5 ± 2.3	np	15.2 ± 0.8
Did not help achieve main reason	%	6.6 ± 0.7	11.9 ± 1.9	8.3 ± 1.2	6.6 ± 0.8	8.0 ± 1.2	–	4.9 ± 1.2	np	8.8 ± 0.7
Did not know yet	%	12.0 ± 1.0	9.6 ± 1.6	7.1 ± 1.0	7.9 ± 0.9	11.4 ± 1.4	np	11.5 ± 2.2	np	10.0 ± 0.7
2012										
Helped achieve main reason	%	69.0 ± 2.2	65.7 ± 3.4	73.3 ± 3.4	74.4 ± 2.7	68.5 ± 4.0	np	72.7 ± 5.0	np	69.5 ± 1.4
Partly helped achieve main reason	%	13.1 ± 1.5	15.1 ± 2.5	13.8 ± 2.7	12.8 ± 2.1	13.3 ± 2.8	–	16.3 ± 4.2	–	13.8 ± 1.0
Did not help achieve main reason	%	6.9 ± 1.2	10.0 ± 2.5	7.1 ± 2.1	4.7 ± 1.2	6.5 ± 1.9	–	4.3 ± 2.4	–	7.4 ± 0.9
Did not know yet	%	11.0 ± 1.5	9.2 ± 2.1	5.8 ± 1.6	8.1 ± 1.5	11.6 ± 2.7	np	6.7 ± 2.5	np	9.3 ± 0.9
2011										
Helped achieve main reason	%	68.1 ± 1.4	69.9 ± 1.5	70.4 ± 1.6	72.5 ± 1.5	66.1 ± 2.1	38.6 ± 16.6	70.2 ± 3.6	88.4 ± 21.5	69.3 ± 0.7
Partly helped achieve main reason	%	15.1 ± 1.0	15.2 ± 1.1	13.5 ± 1.2	13.4 ± 1.2	14.3 ± 1.6	19.8 ± 12.6	14.0 ± 2.7	np	14.5 ± 0.5
Did not help achieve main reason	%	5.5 ± 0.6	6.0 ± 0.8	8.7 ± 1.0	5.8 ± 0.8	8.8 ± 1.1	23.6 ± 13.8	5.9 ± 1.9	–	6.5 ± 0.4
Did not know yet	%	11.3 ± 0.9	8.9 ± 0.9	7.4 ± 0.9	8.4 ± 0.9	10.8 ± 1.5	18.0 ± 12.3	9.9 ± 2.2	–	9.6 ± 0.4
2010										
Helped achieve main reason	%	66.4 ± 2.2	68.1 ± 2.6	71.3 ± 2.7	75.7 ± 2.7	68.7 ± 4.3	41.9 ± 17.1	76.0 ± 4.6	90.9 ± 17.8	69.0 ± 1.2
Partly helped achieve main reason	%	15.0 ± 1.7	12.2 ± 1.8	13.0 ± 1.9	11.3 ± 2.0	13.6 ± 3.3	np	10.9 ± 3.3	–	13.4 ± 0.9
Did not help achieve main reason	%	7.2 ± 1.3	7.6 ± 1.5	7.6 ± 1.8	4.9 ± 1.3	6.7 ± 2.0	28.4 ± 16.0	5.0 ± 2.2	–	7.1 ± 0.7
Did not know yet	%	11.4 ± 1.4	12.1 ± 1.8	8.2 ± 1.4	8.1 ± 1.7	11.0 ± 2.9	19.0 ± 14.8	8.1 ± 3.0	np	10.6 ± 0.8
2009										
Helped achieve main reason	%	66.6 ± 1.4	70.6 ± 1.7	76.1 ± 1.7	74.7 ± 1.8	67.3 ± 2.4	63.6 ± 26.8	73.0 ± 3.3	91.0 ± 16.8	70.0 ± 0.8
Partly helped achieve main reason	%	16.1 ± 1.1	13.0 ± 1.2	12.2 ± 1.3	11.8 ± 1.3	13.8 ± 1.8	np	13.2 ± 2.6	–	14.0 ± 0.6
Did not help achieve main reason	%	6.1 ± 0.7	6.8 ± 1.0	4.7 ± 0.8	5.2 ± 0.9	8.5 ± 1.5	np	4.5 ± 1.5	–	6.2 ± 0.4
Did not know yet	%	11.2 ± 0.9	9.6 ± 1.1	7.0 ± 1.0	8.4 ± 1.1	10.3 ± 1.4	np	9.3 ± 2.1	np	9.8 ± 0.5

Table 5A.64 **Whether course helped graduates achieve their main reason for undertaking training, graduates from major cities (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.									
(b)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
	– Nil or rounded to zero. np Not published.									

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.65

Table 5A.65 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Helped achieve main reason	%	71.7 ± 1.9	68.1 ± 4.0	74.8 ± 2.8	76.6 ± 3.8	70.9 ± 4.5	70.8 ± 2.9	73.3 ± 9.7	87.8 ± 16.9	71.1 ± 1.7
Partly helped achieve main reason	%	14.3 ± 1.5	14.5 ± 3.0	13.0 ± 2.2	12.0 ± 3.4	13.1 ± 3.3	15.1 ± 2.2	13.8 ± 7.6	np	14.0 ± 1.2
Did not help achieve main reason	%	5.3 ± 0.9	8.1 ± 2.6	6.8 ± 1.7	3.8 ± 1.3	6.6 ± 2.5	5.8 ± 1.5	np	–	6.5 ± 1.0
Did not know yet	%	8.7 ± 1.2	9.4 ± 2.4	5.4 ± 1.2	7.5 ± 1.9	9.4 ± 3.0	8.3 ± 1.7	12.1 ± 6.9	np	8.4 ± 1.0
2012										
Helped achieve main reason	%	76.8 ± 3.3	70.7 ± 5.5	73.5 ± 5.4	79.0 ± 6.0	70.8 ± 11.2	75.2 ± 5.8	69.3 ± 18.9	np	74.0 ± 2.4
Partly helped achieve main reason	%	10.6 ± 2.3	12.2 ± 4.0	12.4 ± 3.9	8.8 ± 4.3	11.2 ± 5.9	13.5 ± 4.6	np	–	11.6 ± 1.7
Did not help achieve main reason	%	4.7 ± 1.7	9.7 ± 4.2	8.0 ± 3.5	5.1 ± 2.8	6.3 ± 5.2	5.6 ± 3.2	np	–	7.1 ± 1.6
Did not know yet	%	7.9 ± 2.2	7.4 ± 2.7	6.1 ± 3.0	7.1 ± 3.6	11.7 ± 10.8	5.7 ± 2.9	np	–	7.4 ± 1.4
2011										
Helped achieve main reason	%	71.2 ± 2.2	75.3 ± 2.3	72.2 ± 2.2	74.4 ± 2.6	71.3 ± 4.4	73.4 ± 3.3	70.2 ± 7.5	np	72.8 ± 1.1
Partly helped achieve main reason	%	12.6 ± 1.6	12.5 ± 1.7	13.4 ± 1.7	13.2 ± 2.0	11.4 ± 3.0	14.2 ± 2.6	18.5 ± 6.5	np	12.9 ± 0.8
Did not help achieve main reason	%	5.3 ± 1.1	4.5 ± 1.1	7.4 ± 1.2	5.7 ± 1.3	7.7 ± 2.6	6.0 ± 1.8	np	–	5.7 ± 0.6
Did not know yet	%	10.8 ± 1.5	7.7 ± 1.5	7.0 ± 1.2	6.6 ± 1.4	9.6 ± 3.0	6.5 ± 1.8	8.7 ± 4.4	–	8.6 ± 0.7
2010										
Helped achieve main reason	%	73.2 ± 3.1	74.7 ± 3.5	74.1 ± 3.9	80.5 ± 4.3	75.4 ± 9.0	75.6 ± 4.9	83.6 ± 7.0	np	74.8 ± 1.7
Partly helped achieve main reason	%	13.5 ± 2.4	12.3 ± 2.7	11.1 ± 2.9	10.8 ± 3.6	10.9 ± 6.2	13.1 ± 4.0	5.6 ± 4.2	–	12.3 ± 1.3
Did not help achieve main reason	%	5.5 ± 1.4	5.5 ± 1.8	9.1 ± 2.5	3.0 ± 1.7	6.8 ± 5.8	4.3 ± 2.6	np	–	5.9 ± 0.9
Did not know yet	%	7.7 ± 1.9	7.5 ± 2.0	5.7 ± 2.0	5.7 ± 2.3	6.9 ± 5.0	7.0 ± 2.1	8.3 ± 5.3	–	7.0 ± 1.0
2009										
Helped achieve main reason	%	72.8 ± 2.3	75.0 ± 2.3	79.3 ± 2.3	75.8 ± 3.2	72.4 ± 4.5	72.3 ± 4.9	77.7 ± 6.9	83.1 ± 20.2	74.6 ± 1.2
Partly helped achieve main reason	%	13.6 ± 1.9	13.2 ± 1.8	10.4 ± 1.7	12.0 ± 2.3	14.1 ± 3.8	14.7 ± 4.1	12.0 ± 5.5	np	12.9 ± 1.0
Did not help achieve main reason	%	4.2 ± 1.0	4.2 ± 1.1	4.5 ± 1.1	4.1 ± 1.6	3.8 ± 1.7	3.2 ± 1.7	np	–	4.1 ± 0.6
Did not know yet	%	9.4 ± 1.4	7.7 ± 1.4	5.8 ± 1.4	8.1 ± 2.0	9.7 ± 2.6	9.8 ± 3.2	8.6 ± 4.8	np	8.3 ± 0.7

Table 5A.65 **Whether course helped graduates achieve their main reason for undertaking training, graduates from inner regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Some data the ACT and the NT are not published due to 5 or fewer responses.									
(b)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(c)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(d)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									
(e)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). – Nil or rounded to zero. np Not published.									

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.66

Table 5A.66 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Helped achieve main reason	%	76.7 ± 2.9	72.9 ± 7.2	78.3 ± 3.2	76.2 ± 3.2	75.0 ± 4.4	73.0 ± 3.9	87.4 ± 17.9	78.9 ± 3.5	76.1 ± 1.8
Partly helped achieve main reason	%	10.4 ± 2.1	12.1 ± 5.0	11.1 ± 2.6	12.7 ± 2.5	12.7 ± 3.5	14.9 ± 3.2	np	11.5 ± 2.7	11.7 ± 1.3
Did not help achieve main reason	%	6.1 ± 1.7	7.8 ± 5.0	5.5 ± 1.6	5.6 ± 1.7	4.8 ± 2.0	5.7 ± 1.9	–	6.4 ± 1.9	6.1 ± 1.1
Did not know yet	%	6.8 ± 1.6	7.2 ± 4.1	5.0 ± 1.5	5.5 ± 1.5	7.5 ± 2.7	6.4 ± 2.2	–	3.2 ± 1.7	6.2 ± 1.0
2012										
Helped achieve main reason	%	77.8 ± 6.6	77.0 ± 7.9	80.6 ± 5.8	87.4 ± 4.5	73.6 ± 9.4	72.3 ± 7.5	np	75.8 ± 5.6	78.4 ± 2.8
Partly helped achieve main reason	%	8.7 ± 4.4	13.1 ± 6.7	9.6 ± 4.6	5.1 ± 2.6	13.7 ± 6.2	9.1 ± 4.4	–	11.4 ± 3.9	10.0 ± 2.1
Did not help achieve main reason	%	6.4 ± 3.5	6.6 ± 4.1	5.1 ± 3.2	4.4 ± 3.2	3.8 ± 2.7	8.3 ± 4.8	–	5.9 ± 3.4	5.7 ± 1.5
Did not know yet	%	7.1 ± 4.3	3.4 ± 2.9	4.7 ± 2.8	3.1 ± 1.9	8.9 ± 7.9	10.3 ± 5.2	np	7.0 ± 3.4	5.9 ± 1.6
2011										
Helped achieve main reason	%	76.6 ± 2.8	74.4 ± 4.3	78.0 ± 2.1	79.7 ± 3.1	70.4 ± 4.4	71.1 ± 3.7	87.9 ± 14.0	82.8 ± 3.9	76.6 ± 1.3
Partly helped achieve main reason	%	12.1 ± 2.2	13.8 ± 3.4	10.6 ± 1.6	9.7 ± 2.2	14.1 ± 3.6	14.2 ± 2.9	np	9.9 ± 3.0	11.8 ± 1.0
Did not help achieve main reason	%	4.4 ± 1.2	4.9 ± 1.9	6.2 ± 1.2	3.7 ± 1.4	8.1 ± 2.4	6.0 ± 1.9	–	2.9 ± 1.7	5.2 ± 0.6
Did not know yet	%	6.9 ± 1.7	6.9 ± 2.3	5.1 ± 1.2	6.8 ± 2.0	7.4 ± 2.2	8.7 ± 2.3	np	4.3 ± 2.2	6.4 ± 0.7
2010										
Helped achieve main reason	%	77.9 ± 4.5	72.9 ± 6.6	77.2 ± 4.4	72.4 ± 7.2	76.6 ± 8.6	76.2 ± 4.8	69.6 ± 28.9	82.8 ± 5.0	76.7 ± 2.3
Partly helped achieve main reason	%	8.0 ± 2.5	10.7 ± 4.6	9.7 ± 2.8	13.1 ± 5.0	8.8 ± 4.7	12.9 ± 4.1	np	8.4 ± 4.3	9.8 ± 1.4
Did not help achieve main reason	%	5.4 ± 2.7	6.9 ± 3.1	5.7 ± 2.7	7.1 ± 4.2	8.2 ± 5.6	2.6 ± 1.2	np	6.1 ± 3.7	5.8 ± 1.4
Did not know yet	%	8.7 ± 3.2	9.5 ± 5.1	7.3 ± 2.7	7.4 ± 5.5	6.4 ± 5.5	8.3 ± 2.7	np	2.7 ± 2.1	7.8 ± 1.5
2009										
Helped achieve main reason	%	77.1 ± 3.0	74.8 ± 5.1	79.7 ± 2.3	76.7 ± 3.8	76.8 ± 7.3	73.1 ± 4.6	69.2 ± 20.6	78.8 ± 4.9	77.1 ± 1.5
Partly helped achieve main reason	%	9.3 ± 1.9	13.1 ± 4.0	10.8 ± 1.7	12.0 ± 3.0	12.3 ± 7.0	13.5 ± 3.6	np	14.2 ± 4.2	11.1 ± 1.1
Did not help achieve main reason	%	5.7 ± 1.8	3.2 ± 1.4	4.2 ± 1.1	2.4 ± 1.3	3.9 ± 2.5	5.9 ± 2.7	np	2.7 ± 1.6	4.6 ± 0.8
Did not know yet	%	8.0 ± 1.8	9.0 ± 3.7	5.4 ± 1.3	8.9 ± 2.7	7.0 ± 3.3	7.4 ± 2.9	np	4.3 ± 2.6	7.2 ± 0.9

Table 5A.66 **Whether course helped graduates achieve their main reason for undertaking training, graduates from outer regional areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Some data for SA and the ACT are not published due to 5 or fewer responses.

(b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.67

Table 5A.67 **Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Helped achieve main reason	%	78.3 ± 8.6	91.7 ± 13.5	82.4 ± 6.1	81.2 ± 3.3	84.2 ± 6.0	73.4 ± 10.8	np	77.9 ± 5.5	81.1 ± 2.5
Partly helped achieve main reason	%	9.5 ± 6.6	np	11.1 ± 5.3	9.1 ± 2.6	3.8 ± 2.5	14.5 ± 9.1	np	12.5 ± 4.6	9.4 ± 2.0
Did not help achieve main reason	%	5.4 ± 3.5	–	2.6 ± 1.9	3.6 ± 1.5	5.2 ± 3.8	np	–	3.7 ± 2.4	3.8 ± 1.0
Did not know yet	%	6.8 ± 5.3	np	3.9 ± 3.4	6.0 ± 1.9	6.8 ± 4.2	9.2 ± 6.6	–	6.0 ± 2.8	5.8 ± 1.5
2012										
Helped achieve main reason	%	74.5 ± 20.3	np	87.9 ± 8.7	82.8 ± 7.8	76.7 ± 12.7	71.9 ± 28.1	np	77.2 ± 8.0	81.3 ± 4.8
Partly helped achieve main reason	%	21.1 ± 20.4	–	7.8 ± 7.1	8.7 ± 5.2	15.1 ± 11.1	np	–	12.1 ± 6.6	11.2 ± 4.0
Did not help achieve main reason	%	np	–	np	4.0 ± 4.6	np	np	–	4.7 ± 3.8	4.3 ± 2.4
Did not know yet	%	np	–	np	4.5 ± 4.7	np	np	–	6.0 ± 4.0	3.2 ± 1.9
2011										
Helped achieve main reason	%	72.8 ± 9.7	77.9 ± 17.7	83.6 ± 4.0	81.3 ± 3.6	79.6 ± 6.8	76.4 ± 11.3	na	81.9 ± 6.2	80.8 ± 2.3
Partly helped achieve main reason	%	10.1 ± 6.1	np	6.2 ± 2.4	9.2 ± 2.5	10.5 ± 4.8	12.4 ± 8.9	na	11.2 ± 5.4	8.8 ± 1.6
Did not help achieve main reason	%	7.1 ± 6.2	np	4.3 ± 2.1	3.4 ± 1.5	3.0 ± 2.3	np	na	1.9 ± 1.7	4.0 ± 1.2
Did not know yet	%	10.0 ± 6.0	np	5.8 ± 2.8	6.0 ± 2.5	6.8 ± 5.2	np	na	5.0 ± 3.3	6.4 ± 1.5
2010										
Helped achieve main reason	%	87.2 ± 10.3	78.7 ± 36.5	84.6 ± 7.0	74.4 ± 8.0	82.4 ± 11.4	71.7 ± 23.7	na	88.8 ± 6.7	82.2 ± 4.1
Partly helped achieve main reason	%	np	np	7.9 ± 5.5	8.5 ± 4.2	9.4 ± 7.9	np	na	6.9 ± 5.7	7.7 ± 2.7
Did not help achieve main reason	%	np	–	np	6.3 ± 4.7	np	np	na	np	4.7 ± 2.3
Did not know yet	%	–	–	4.5 ± 4.0	10.9 ± 6.4	np	np	na	np	5.4 ± 2.5
2009										
Helped achieve main reason	%	71.8 ± 8.6	71.6 ± 10.6	86.3 ± 3.5	81.7 ± 3.7	74.0 ± 8.0	65.1 ± 20.1	np	87.5 ± 7.2	79.7 ± 2.5
Partly helped achieve main reason	%	15.8 ± 6.7	13.1 ± 5.6	8.4 ± 2.8	10.1 ± 2.9	15.8 ± 6.6	np	–	4.5 ± 3.4	11.5 ± 1.9
Did not help achieve main reason	%	7.4 ± 5.1	np	1.7 ± 1.3	2.2 ± 1.2	np	np	–	np	3.4 ± 1.2
Did not know yet	%	5.1 ± 3.6	11.5 ± 9.1	3.7 ± 1.9	6.0 ± 2.3	8.2 ± 4.9	np	–	np	5.4 ± 1.3

Table 5A.67 **Whether course helped graduates achieve their main reason for undertaking training, graduates from remote and very remote areas (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in the jurisdiction. Some data are not published due to 5 or fewer responses.									
(b)	Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.									
(c)	The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).									
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 are based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.68

Table 5A.68 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Helped achieve main reason	%	55.6 ± 3.7	49.6 ± 7.9	56.4 ± 5.4	68.6 ± 4.6	55.5 ± 6.0	57.5 ± 7.4	50.8 ± 9.2	62.4 ± 11.5	54.9 ± 2.9
Partly helped achieve main reason	%	19.8 ± 2.9	16.9 ± 5.6	17.1 ± 3.9	13.3 ± 3.2	18.2 ± 4.6	15.2 ± 5.4	21.0 ± 7.4	15.2 ± 8.4	17.8 ± 2.1
Did not help achieve main reason	%	11.0 ± 2.3	14.1 ± 6.3	15.1 ± 4.1	8.5 ± 2.6	12.3 ± 3.9	11.0 ± 4.6	9.3 ± 4.6	19.2 ± 9.4	12.5 ± 2.2
Did not know yet	%	13.6 ± 2.6	19.3 ± 6.7	11.4 ± 3.3	9.6 ± 3.1	14.0 ± 4.4	16.2 ± 5.6	18.8 ± 7.6	np	14.8 ± 2.3
2012										
Helped achieve main reason	%	58.6 ± 5.9	53.5 ± 10.3	67.4 ± 9.4	66.7 ± 9.3	55.7 ± 11.9	53.3 ± 15.8	53.4 ± 17.0	70.5 ± 17.4	59.4 ± 4.1
Partly helped achieve main reason	%	15.8 ± 4.3	14.7 ± 7.3	14.8 ± 6.7	14.5 ± 7.4	21.5 ± 9.9	18.8 ± 11.5	29.1 ± 16.4	27.1 ± 17.2	16.1 ± 2.9
Did not help achieve main reason	%	13.9 ± 4.8	21.4 ± 9.2	12.4 ± 7.5	7.6 ± 4.4	8.6 ± 5.4	12.4 ± 10.0	np	np	14.3 ± 3.3
Did not know yet	%	11.7 ± 3.4	10.4 ± 6.3	5.4 ± 3.0	11.2 ± 5.2	14.3 ± 7.3	15.5 ± 11.9	np	–	10.2 ± 2.2
2011										
Helped achieve main reason	%	57.1 ± 3.7	56.5 ± 5.0	52.8 ± 4.0	60.5 ± 5.0	57.5 ± 4.9	57.4 ± 8.3	52.6 ± 10.2	74.1 ± 14.4	56.5 ± 2.0
Partly helped achieve main reason	%	17.9 ± 3.0	19.0 ± 3.8	18.6 ± 3.1	17.1 ± 3.9	13.0 ± 3.6	19.8 ± 6.9	22.2 ± 8.8	np	17.7 ± 1.5
Did not help achieve main reason	%	9.6 ± 2.1	12.4 ± 3.7	16.5 ± 3.1	8.9 ± 3.0	15.8 ± 3.2	10.2 ± 4.9	11.2 ± 5.9	np	12.2 ± 1.3
Did not know yet	%	15.4 ± 2.6	12.0 ± 3.3	12.2 ± 2.7	13.4 ± 3.3	13.6 ± 3.4	12.5 ± 5.0	14.0 ± 6.6	np	13.6 ± 1.4
2010										
Helped achieve main reason	%	60.2 ± 5.5	61.1 ± 6.8	61.3 ± 7.7	64.5 ± 9.9	66.2 ± 11.6	58.5 ± 13.5	73.9 ± 14.8	84.1 ± 16.5	61.9 ± 3.2
Partly helped achieve main reason	%	15.3 ± 3.9	11.7 ± 4.0	10.8 ± 4.3	18.1 ± 7.7	15.0 ± 8.8	15.5 ± 8.5	np	np	13.7 ± 2.1
Did not help achieve main reason	%	10.5 ± 3.7	9.7 ± 4.1	17.7 ± 7.1	np	11.8 ± 8.3	np	np	np	11.1 ± 2.3
Did not know yet	%	14.1 ± 3.6	17.4 ± 5.6	10.2 ± 3.7	12.5 ± 6.8	7.0 ± 5.8	19.7 ± 12.8	np	np	13.4 ± 2.1
2009										
Helped achieve main reason	%	58.8 ± 4.1	59.0 ± 4.8	67.9 ± 4.6	63.8 ± 6.0	59.8 ± 6.8	53.3 ± 12.8	68.7 ± 10.4	76.5 ± 14.0	60.9 ± 2.2
Partly helped achieve main reason	%	17.0 ± 3.1	19.2 ± 3.8	13.2 ± 3.1	15.6 ± 4.5	18.3 ± 6.1	24.1 ± 10.5	13.2 ± 7.9	14.1 ± 11.2	17.1 ± 1.7
Did not help achieve main reason	%	8.8 ± 2.2	10.5 ± 2.9	8.5 ± 2.8	7.2 ± 3.3	9.7 ± 3.4	10.3 ± 8.3	8.1 ± 4.1	np	9.1 ± 1.3
Did not know yet	%	15.4 ± 3.0	11.3 ± 3.3	10.4 ± 3.0	13.4 ± 4.0	12.2 ± 3.9	12.4 ± 7.0	10.1 ± 7.4	np	12.9 ± 1.5

Table 5A.68 **Whether course helped graduates achieve their main reason for undertaking training, graduates reporting disability (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

(b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.69

Table 5A.69 Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b), (c)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Helped achieve main reason	%	61.7 ± 2.5	59.7 ± 4.8	70.4 ± 3.7	65.9 ± 3.0	60.2 ± 4.6	65.1 ± 9.6	62.5 ± 6.1	79.3 ± 6.2	62.4 ± 2.0
Partly helped achieve main reason	%	17.6 ± 1.9	17.8 ± 3.8	13.6 ± 2.7	16.5 ± 2.4	19.6 ± 3.7	18.3 ± 7.5	17.7 ± 4.8	11.2 ± 5.2	17.2 ± 1.6
Did not help achieve main reason	%	7.9 ± 1.3	12.4 ± 3.4	9.0 ± 2.4	8.7 ± 1.7	9.6 ± 2.9	6.9 ± 4.9	6.9 ± 3.1	3.2 ± 2.3	9.8 ± 1.4
Did not know yet	%	12.9 ± 1.7	10.1 ± 2.8	7.1 ± 1.9	8.9 ± 1.8	10.6 ± 2.8	9.7 ± 6.1	12.9 ± 4.4	6.2 ± 3.4	10.7 ± 1.2
2012										
Helped achieve main reason	%	66.6 ± 3.6	59.9 ± 6.1	67.3 ± 8.2	71.7 ± 5.1	69.9 ± 7.9	78.5 ± 15.7	59.9 ± 12.4	80.2 ± 10.7	65.1 ± 2.8
Partly helped achieve main reason	%	12.4 ± 2.1	17.4 ± 4.3	17.8 ± 6.9	13.7 ± 3.9	11.2 ± 5.3	15.1 ± 12.0	25.3 ± 11.3	13.0 ± 9.5	14.9 ± 1.9
Did not help achieve main reason	%	8.3 ± 2.0	11.5 ± 4.9	9.5 ± 5.3	5.5 ± 2.4	6.8 ± 4.2	–	np	np	9.0 ± 2.0
Did not know yet	%	12.7 ± 2.6	11.2 ± 4.1	5.3 ± 3.0	9.1 ± 3.1	12.2 ± 5.4	np	12.4 ± 8.3	np	11.0 ± 1.8
2011										
Helped achieve main reason	%	61.2 ± 2.3	62.9 ± 2.6	66.1 ± 3.3	68.4 ± 2.8	61.0 ± 5.3	58.1 ± 9.5	70.7 ± 7.7	80.1 ± 9.2	63.4 ± 1.3
Partly helped achieve main reason	%	17.4 ± 1.8	17.8 ± 2.2	14.6 ± 2.4	13.9 ± 2.1	16.2 ± 4.4	20.7 ± 7.5	11.3 ± 4.9	8.8 ± 6.7	16.5 ± 1.0
Did not help achieve main reason	%	7.3 ± 1.2	7.6 ± 1.3	9.3 ± 2.1	8.4 ± 1.7	9.5 ± 2.7	10.1 ± 5.4	6.0 ± 4.0	np	7.8 ± 0.7
Did not know yet	%	14.1 ± 1.6	11.7 ± 1.7	10.0 ± 2.1	9.3 ± 1.7	13.4 ± 3.6	11.1 ± 5.9	12.0 ± 5.8	9.4 ± 7.1	12.3 ± 0.9
2010										
Helped achieve main reason	%	62.1 ± 3.5	64.8 ± 4.7	67.8 ± 5.6	69.8 ± 5.2	58.5 ± 9.8	40.8 ± 13.9	71.3 ± 10.8	86.1 ± 7.8	64.0 ± 2.2
Partly helped achieve main reason	%	16.9 ± 2.7	14.3 ± 3.4	16.3 ± 4.5	12.8 ± 3.6	18.4 ± 8.2	23.2 ± 12.1	6.5 ± 5.1	7.4 ± 6.0	15.7 ± 1.7
Did not help achieve main reason	%	7.7 ± 2.0	7.8 ± 2.5	7.2 ± 3.1	6.0 ± 2.5	6.2 ± 3.7	19.7 ± 12.8	9.5 ± 8.3	np	7.5 ± 1.2
Did not know yet	%	13.4 ± 2.3	13.1 ± 3.1	8.6 ± 3.0	11.4 ± 3.6	16.9 ± 6.8	16.3 ± 9.8	12.8 ± 8.0	np	12.7 ± 1.5
2009										
Helped achieve main reason	%	60.4 ± 2.3	64.9 ± 3.1	70.7 ± 4.1	69.1 ± 3.9	69.0 ± 5.8	61.5 ± 17.5	65.4 ± 8.0	77.0 ± 8.1	63.9 ± 1.5
Partly helped achieve main reason	%	18.4 ± 1.8	15.3 ± 2.3	14.8 ± 3.3	16.1 ± 3.1	11.0 ± 3.0	16.9 ± 12.2	17.3 ± 6.7	12.7 ± 6.6	16.5 ± 1.1
Did not help achieve main reason	%	7.6 ± 1.2	8.6 ± 2.0	6.0 ± 1.9	4.6 ± 1.8	11.5 ± 4.5	np	6.3 ± 3.8	np	7.7 ± 0.9
Did not know yet	%	13.6 ± 1.5	11.3 ± 1.9	8.5 ± 2.6	10.3 ± 2.5	8.5 ± 2.9	np	11.0 ± 4.9	6.8 ± 4.7	11.9 ± 1.0

Table 5A.69 **Whether course helped graduates achieve their main reason for undertaking training, graduates speaking a language other than English at home (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(c) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

– Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.70

Table 5A.70 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Satisfied with the quality of their training	%	88.7 ± 0.8	85.4 ± 1.6	87.8 ± 1.1	89.1 ± 0.9	88.4 ± 1.2	89.2 ± 1.5	85.7 ± 2.1	88.3 ± 2.3	87.5 ± 0.6
Seeking employment related outcomes	%	88.2 ± 0.9	86.2 ± 1.8	87.4 ± 1.2	88.7 ± 1.0	88.2 ± 1.3	88.9 ± 1.7	84.6 ± 2.4	88.2 ± 2.5	87.4 ± 0.7
Seeking further study outcomes	%	91.0 ± 3.3	84.1 ± 8.0	82.9 ± 6.0	92.5 ± 2.7	81.6 ± 9.3	99.3 ± 1.5	93.5 ± 7.3	74.4 ± 21.8	87.7 ± 2.7
Seeking personal development outcomes	%	90.2 ± 1.9	81.7 ± 4.9	92.1 ± 2.4	90.2 ± 2.3	91.4 ± 2.8	89.2 ± 4.2	89.4 ± 6.0	90.1 ± 6.0	87.3 ± 2.0
2012										
Satisfied with the quality of their training	%	89.7 ± 1.2	87.5 ± 1.9	89.2 ± 1.8	91.9 ± 1.3	90.1 ± 2.0	91.5 ± 2.7	84.5 ± 4.3	84.9 ± 3.9	89.2 ± 0.7
Seeking employment related outcomes	%	89.4 ± 1.3	87.1 ± 2.2	89.4 ± 2.0	91.4 ± 1.6	89.4 ± 2.2	91.1 ± 3.0	83.7 ± 4.8	85.6 ± 4.3	88.9 ± 0.8
Seeking further study outcomes	%	89.3 ± 6.5	87.6 ± 7.2	90.8 ± 5.3	93.9 ± 5.1	100	100	100	89.0 ± 20.4	90.7 ± 3.2
Seeking personal development outcomes	%	92.2 ± 2.6	87.9 ± 5.9	88.2 ± 5.5	94.7 ± 2.9	93.1 ± 4.6	89.6 ± 8.4	90.5 ± 8.3	80.6 ± 10.2	90.3 ± 2.1
2011										
Satisfied with the quality of their training	%	89.8 ± 0.7	87.5 ± 0.9	88.9 ± 0.8	88.6 ± 0.9	90.6 ± 1.0	89.1 ± 1.7	87.1 ± 2.3	88.6 ± 2.7	89.0 ± 0.4
Seeking employment related outcomes	%	89.6 ± 0.8	87.2 ± 1.0	88.5 ± 0.9	88.4 ± 1.0	90.0 ± 1.2	88.8 ± 2.0	87.2 ± 2.6	87.9 ± 3.4	88.7 ± 0.4
Seeking further study outcomes	%	92.5 ± 2.8	89.5 ± 3.1	89.8 ± 3.8	91.8 ± 2.8	94.0 ± 4.3	97.3 ± 5.3	84.7 ± 13.4	75.0 ± 21.0	91.4 ± 1.5
Seeking personal development outcomes	%	89.3 ± 2.2	88.7 ± 2.5	89.7 ± 2.0	88.5 ± 2.5	92.1 ± 2.9	88.1 ± 4.7	87.8 ± 5.7	91.7 ± 4.6	89.3 ± 1.0
2010										
Satisfied with the quality of their training	%	89.6 ± 1.2	86.4 ± 1.5	89.0 ± 1.3	88.9 ± 1.7	88.7 ± 2.5	87.9 ± 2.7	88.4 ± 3.1	88.9 ± 3.6	88.6 ± 0.6
Seeking employment related outcomes	%	89.7 ± 1.3	85.8 ± 1.7	88.9 ± 1.5	89.2 ± 1.9	88.1 ± 3.0	87.3 ± 3.1	86.8 ± 3.8	87.6 ± 4.5	88.4 ± 0.7
Seeking further study outcomes	%	90.7 ± 5.5	85.3 ± 7.1	86.8 ± 7.9	86.8 ± 6.4	88.7 ± 12.6	94.9 ± 9.8	96.0 ± 7.7	87.6 ± 16.8	88.5 ± 3.2
Seeking personal development outcomes	%	89.3 ± 3.1	87.5 ± 4.6	90.4 ± 3.2	88.7 ± 4.7	90.4 ± 6.0	89.6 ± 7.0	93.7 ± 6.6	94.3 ± 5.6	89.4 ± 1.7
2009										
Satisfied with the quality of their training	%	90.3 ± 0.8	87.7 ± 1.0	87.1 ± 0.9	87.8 ± 1.1	89.2 ± 1.4	87.8 ± 2.4	85.8 ± 2.4	86.8 ± 3.9	88.7 ± 0.4
Seeking employment related outcomes	%	90.1 ± 0.9	87.3 ± 1.1	86.3 ± 1.1	86.9 ± 1.3	88.8 ± 1.6	86.9 ± 2.8	87.0 ± 2.5	86.4 ± 4.8	88.2 ± 0.5
Seeking further study outcomes	%	89.7 ± 3.0	88.1 ± 4.4	89.9 ± 3.9	90.4 ± 3.9	93.6 ± 5.2	89.9 ± 18.5	88.2 ± 11.0	85.9 ± 19.4	89.7 ± 1.8
Seeking personal development outcomes	%	91.8 ± 1.9	88.3 ± 2.7	90.7 ± 2.0	89.8 ± 2.4	90.4 ± 3.6	93.0 ± 5.6	80.7 ± 7.6	86.4 ± 7.4	90.3 ± 1.1

TABLE 5A.70

Table 5A.70 **Proportion of all graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Satisfied with the quality of their training	%	89.6 ± 1.2	86.2 ± 1.8	86.0 ± 1.9	86.8 ± 2.2	91.9 ± 2.4	88.6 ± 3.4	87.7 ± 3.0	84.8 ± 5.5	88.1 ± 0.8
Seeking employment related outcomes	%	89.3 ± 1.4	85.2 ± 2.1	85.5 ± 2.3	86.4 ± 2.7	92.8 ± 2.4	88.7 ± 3.9	87.9 ± 3.6	85.5 ± 7.4	87.7 ± 0.9
Seeking further study outcomes	%	92.8 ± 4.9	83.7 ± 8.3	90.7 ± 5.6	82.5 ± 8.7	95.2 ± 9.4	95.3 ± 9.0	85.5 ± 8.4	77.0 ± 25.0	89.4 ± 3.1
Seeking personal development outcomes	%	88.4 ± 3.6	92.5 ± 3.4	86.0 ± 4.6	91.1 ± 4.5	80.3 ± 11.7	87.3 ± 9.7	88.8 ± 6.4	82.7 ± 8.3	88.5 ± 2.0
2007										
Satisfied with the quality of their training	%	89.1 ± 0.9	87.7 ± 1.1	88.1 ± 1.0	87.1 ± 1.3	89.3 ± 1.4	88.9 ± 2.6	83.6 ± 2.9	86.8 ± 3.4	88.3 ± 0.5
Seeking employment related outcomes	%	89.1 ± 1.1	87.2 ± 1.2	88.1 ± 1.2	86.4 ± 1.6	88.5 ± 1.6	88.5 ± 2.9	82.9 ± 3.4	87.4 ± 4.4	88.1 ± 0.6
Seeking further study outcomes	%	89.4 ± 3.5	87.5 ± 4.3	87.4 ± 6.2	90.7 ± 4.2	94.4 ± 6.7	95.0 ± 9.6	95.1 ± 7.0	78.3 ± 17.1	89.2 ± 2.1
Seeking personal development outcomes	%	89.8 ± 2.2	88.5 ± 3.3	87.0 ± 3.2	88.6 ± 3.7	91.2 ± 3.8	91.3 ± 6.9	80.8 ± 8.6	86.6 ± 6.0	88.8 ± 1.3
2006										
Satisfied with the quality of their training	%	87.1 ± 1.7	86.5 ± 1.8	88.3 ± 1.6	87.9 ± 1.8	85.3 ± 2.6	87.3 ± 3.3	85.1 ± 3.2	83.3 ± 5.2	87.0 ± 0.9
Seeking employment related outcomes	%	87.1 ± 2.0	85.8 ± 2.1	88.8 ± 1.9	88.7 ± 2.1	85.3 ± 2.9	86.4 ± 3.8	83.8 ± 3.8	79.3 ± 7.1	86.9 ± 1.0
Seeking further study outcomes	%	87.9 ± 5.7	92.6 ± 4.5	85.5 ± 8.2	86.7 ± 6.0	82.0 ± 17.1	87.5 ± 16.6	78.9 ± 18.1	92.3 ± 15.2	87.7 ± 3.3
Seeking personal development outcomes	%	85.0 ± 4.7	86.9 ± 4.1	88.4 ± 4.5	85.4 ± 5.1	93.1 ± 4.9	94.3 ± 5.6	89.3 ± 6.9	89.7 ± 6.7	86.6 ± 2.6
2005										
Satisfied with the quality of their training	%	87.1 ± 1.3	86.7 ± 1.1	86.2 ± 1.2	86.2 ± 1.2	86.6 ± 1.4	86.4 ± 2.9	84.0 ± 2.7	84.5 ± 3.3	86.7 ± 0.7
Seeking employment related outcomes	%	86.2 ± 1.6	85.9 ± 1.4	86.3 ± 1.3	85.4 ± 1.5	86.5 ± 1.5	85.7 ± 3.4	82.2 ± 3.3	83.6 ± 4.1	86.0 ± 0.8
Seeking further study outcomes	%	89.5 ± 4.3	87.1 ± 4.8	88.5 ± 4.2	87.4 ± 3.4	83.8 ± 7.9	81.3 ± 20.3	80.7 ± 13.1	90.7 ± 12.5	88.1 ± 2.2
Seeking personal development outcomes	%	88.0 ± 2.9	89.8 ± 2.4	86.8 ± 3.1	86.2 ± 3.0	86.5 ± 4.3	86.6 ± 9.0	89.7 ± 6.1	90.9 ± 6.7	87.9 ± 1.6

(a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.71

Table 5A.71 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Satisfied with the quality of their training	%	92.0 ± 2.6	91.3 ± 7.3	89.9 ± 4.3	93.0 ± 3.7	90.5 ± 7.4	93.8 ± 4.0	80.3 ± 12.4	92.1 ± 4.7	91.3 ± 1.8
Seeking employment related outcomes	%	91.6 ± 3.2	91.5 ± 7.6	89.7 ± 5.1	93.1 ± 4.2	88.5 ± 9.3	93.4 ± 4.6	76.4 ± 15.1	92.3 ± 4.5	90.8 ± 2.2
Seeking further study outcomes	%	90.8 ± 10.6	np	93.6 ± 10.8	100	na	np	na	np	92.7 ± 6.7
Seeking personal development outcomes	%	93.5 ± 4.5	81.3 ± 26.3	92.8 ± 6.0	93.9 ± 7.8	97.6 ± 4.7	96.0 ± 7.9	92.1 ± 15.5	90.4 ± 17.5	93.4 ± 2.9
2012										
Satisfied with the quality of their training	%	91.4 ± 5.4	97.0 ± 3.0	94.0 ± 4.2	98.6 ± 1.7	89.3 ± 10.9	88.0 ± 13.1	100	94.8 ± 6.2	93.5 ± 2.5
Seeking employment related outcomes	%	90.3 ± 6.4	96.6 ± 3.5	92.2 ± 5.6	98.3 ± 2.1	91.3 ± 10.8	77.7 ± 22.7	100	98.1 ± 3.7	92.7 ± 3.0
Seeking further study outcomes	%	100	np	100	np	np	np	np	np	100
Seeking personal development outcomes	%	95.9 ± 4.8	100	98.6 ± 2.9	100	np	100	np	78.9 ± 26.9	95.0 ± 4.8
2011										
Satisfied with the quality of their training	%	93.3 ± 3.3	87.6 ± 6.8	91.4 ± 3.5	90.0 ± 5.1	90.4 ± 5.1	88.4 ± 7.5	94.2 ± 10.9	95.4 ± 4.2	91.7 ± 1.8
Seeking employment related outcomes	%	92.3 ± 4.3	85.5 ± 8.8	90.8 ± 4.4	90.1 ± 5.4	89.3 ± 6.2	87.6 ± 9.0	100	94.0 ± 5.9	90.9 ± 2.3
Seeking further study outcomes	%	100	np	91.4 ± 16.4	100	np	np	–	np	92.9 ± 8.3
Seeking personal development outcomes	%	95.6 ± 4.4	93.5 ± 9.2	92.9 ± 6.2	88.8 ± 14.4	94.0 ± 8.4	93.7 ± 12.2	np	98.1 ± 3.8	93.9 ± 3.1
2010										
Satisfied with the quality of their training	%	90.3 ± 4.6	82.5 ± 15.4	89.1 ± 7.7	89.7 ± 8.5	94.6 ± 8.3	84.1 ± 14.9	93.6 ± 9.8	99.0 ± 2.0	89.9 ± 3.2
Seeking employment related outcomes	%	88.8 ± 5.9	87.2 ± 12.6	89.9 ± 8.7	90.7 ± 9.9	98.2 ± 2.1	83.1 ± 16.6	89.9 ± 15.8	98.6 ± 2.7	90.2 ± 3.5
Seeking further study outcomes	%	93.7 ± 9.9	np	np	np	–	na	na	na	69.6 ± 28.6
Seeking personal development outcomes	%	93.5 ± 8.7	55.9 ± 54.9	96.4 ± 5.9	89.1 ± 19.6	100	np	100	100	92.8 ± 6.7
2009										
Satisfied with the quality of their training	%	93.1 ± 3.6	87.4 ± 10.9	90.3 ± 4.1	92.8 ± 4.4	88.8 ± 10.7	85.7 ± 12.1	86.3 ± 14.9	85.8 ± 15.0	90.6 ± 2.4
Seeking employment related outcomes	%	93.8 ± 3.9	81.3 ± 15.3	91.0 ± 4.8	92.9 ± 4.7	89.7 ± 12.5	81.6 ± 15.5	83.4 ± 17.8	84.7 ± 18.9	90.2 ± 3.0
Seeking further study outcomes	%	np	np	100	100	np	np	np	np	95.1 ± 8.0
Seeking personal development outcomes	%	90.7 ± 10.5	100	85.2 ± 13.8	90.9 ± 13.1	np	np	np	87.4 ± 16.7	91.2 ± 5.4

TABLE 5A.71

Table 5A.71 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Satisfied with the quality of their training	%	88.3 ± 7.6	91.8 ± 7.2	91.6 ± 7.7	87.2 ± 11.2	100	78.1 ± 20.2	np	96.1 ± 5.7	89.3 ± 4.0
Seeking employment related outcomes	%	87.0 ± 10.9	88.5 ± 9.9	89.4 ± 9.9	81.7 ± 18.5	100	76.7 ± 24.0	np	100	87.5 ± 5.6
Seeking further study outcomes	%	np	np	np	–	na	na	na	np	85.3 ± 9.5
Seeking personal development outcomes	%	87.8 ± 15.7	100	98.4 ± 3.3	96.5 ± 5.2	np	np	np	90.3 ± 13.3	92.9 ± 6.0
2007										
Satisfied with the quality of their training	%	87.7 ± 6.4	81.3 ± 16.5	91.0 ± 5.8	92.7 ± 5.1	93.9 ± 8.2	79.4 ± 16.1	96.4 ± 7.1	91.2 ± 6.6	89.1 ± 3.3
Seeking employment related outcomes	%	86.4 ± 8.6	76.3 ± 21.3	95.1 ± 4.7	90.7 ± 6.9	95.9 ± 7.8	74.7 ± 21.7	95.1 ± 9.6	96.1 ± 4.6	89.0 ± 4.2
Seeking further study outcomes	%	84.1 ± 13.1	np	np	np	np	np	na	np	86.9 ± 8.8
Seeking personal development outcomes	%	91.2 ± 12.2	np	87.3 ± 17.0	100	np	np	np	87.1 ± 16.8	90.3 ± 7.5
2006										
Satisfied with the quality of their training	%	96.4 ± 5.5	84.3 ± 20.2	93.9 ± 5.3	91.0 ± 10.1	71.9 ± 23.3	100	86.1 ± 25.8	92.6 ± 8.5	92.4 ± 3.8
Seeking employment related outcomes	%	95.8 ± 7.5	78.2 ± 27.3	93.4 ± 6.4	91.4 ± 12.0	67.8 ± 27.8	100	77.8 ± 38.3	89.7 ± 11.5	90.8 ± 5.1
Seeking further study outcomes	%	na	np	np	np	na	np	np	na	89.3 ± 19.7
Seeking personal development outcomes	%	96.6 ± 7.2	np	93.5 ± 12.3	100	np	np	np	100	95.2 ± 5.7
2005										
Satisfied with the quality of their training	%	76.5 ± 12.3	81.7 ± 14.7	89.9 ± 4.8	93.5 ± 4.3	90.5 ± 9.9	86.4 ± 12.5	90.3 ± 18.3	86.1 ± 8.4	82.8 ± 6.8
Seeking employment related outcomes	%	71.7 ± 15.3	91.2 ± 10.2	88.9 ± 6.2	93.2 ± 5.8	96.6 ± 5.1	81.9 ± 16.2	88.7 ± 21.2	87.5 ± 11.2	80.3 ± 8.8
Seeking further study outcomes	%	83.2 ± 30.8	np	np	100	np	na	np	na	79.2 ± 25.3
Seeking personal development outcomes	%	95.9 ± 5.7	100	92.2 ± 8.5	89.8 ± 10.4	55.9 ± 40.0	np	np	100	92.5 ± 4.8

- (a) The sample was designed to provide state/territory level reporting in 2006 and 2008 and state/territory and institute level reporting in 2005 and 2007. A larger sample is required in the institute level reporting years to provide reliable institute estimates. Therefore, sample sizes in 2005 and 2007 were larger than in 2006 and 2008.
- (b) Indigenous students are defined as those who self-identify in the questionnaire that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question in the questionnaire.
- (c) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

Table 5A.71 **Proportion of Aboriginal and Torres Strait Islander graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent).

(e) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.72

Table 5A.72 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Satisfied with the quality of their training	%	88.6 ± 0.8	85.6 ± 1.6	87.7 ± 1.1	89.1 ± 0.9	88.4 ± 1.2	89.1 ± 1.6	85.9 ± 2.2	87.4 ± 2.7	87.4 ± 0.6
Seeking employment related outcomes	%	88.2 ± 0.9	86.3 ± 1.8	87.3 ± 1.2	88.9 ± 1.0	88.2 ± 1.3	88.8 ± 1.8	84.9 ± 2.4	87.0 ± 3.0	87.4 ± 0.7
Seeking further study outcomes	%	91.0 ± 3.4	83.8 ± 8.2	82.1 ± 6.3	92.5 ± 2.8	81.6 ± 9.3	100.0	93.5 ± 7.4	72.9 ± 23.0	87.5 ± 2.8
Seeking personal development outcomes	%	89.9 ± 2.1	81.7 ± 4.9	92.2 ± 2.6	90.0 ± 2.4	91.4 ± 2.9	88.8 ± 4.6	89.3 ± 6.3	91.4 ± 5.7	87.0 ± 2.1
2012										
Satisfied with the quality of their training	%	89.7 ± 1.2	87.5 ± 1.9	89.0 ± 1.9	91.6 ± 1.4	90.1 ± 2.0	91.5 ± 2.8	84.1 ± 4.4	83.2 ± 4.5	89.1 ± 0.8
Seeking employment related outcomes	%	89.3 ± 1.4	87.0 ± 2.2	89.4 ± 2.1	91.1 ± 1.6	89.3 ± 2.3	91.5 ± 3.0	83.4 ± 4.9	83.2 ± 5.0	88.8 ± 0.9
Seeking further study outcomes	%	91.2 ± 5.7	87.2 ± 7.3	89.7 ± 5.9	93.8 ± 5.3	100	100	100	87.0 ± 23.9	91.1 ± 3.1
Seeking personal development outcomes	%	92.1 ± 2.8	88.5 ± 5.9	87.3 ± 6.0	94.2 ± 3.2	93.9 ± 4.2	86.9 ± 10.4	89.9 ± 8.7	81.9 ± 11.1	90.2 ± 2.2
2011										
Satisfied with the quality of their training	%	89.7 ± 0.7	87.5 ± 0.9	88.8 ± 0.8	88.7 ± 0.9	90.5 ± 1.1	89.2 ± 1.8	87.0 ± 2.4	86.3 ± 3.3	88.9 ± 0.4
Seeking employment related outcomes	%	89.6 ± 0.8	87.3 ± 1.0	88.4 ± 0.9	88.6 ± 1.0	90.1 ± 1.2	88.9 ± 2.0	86.8 ± 2.7	86.0 ± 4.0	88.7 ± 0.4
Seeking further study outcomes	%	92.5 ± 2.9	89.1 ± 3.3	89.8 ± 3.9	91.4 ± 2.9	93.9 ± 4.7	97.2 ± 5.5	88.2 ± 12.2	73.2 ± 22.2	91.3 ± 1.6
Seeking personal development outcomes	%	89.1 ± 2.3	88.4 ± 2.6	89.7 ± 2.1	88.6 ± 2.5	91.9 ± 3.2	88.0 ± 5.1	87.9 ± 6.1	88.8 ± 6.2	89.2 ± 1.1
2010										
Satisfied with the quality of their training	%	89.5 ± 1.2	86.5 ± 1.5	89.0 ± 1.4	88.9 ± 1.7	88.2 ± 2.7	88.3 ± 2.7	88.6 ± 3.2	87.0 ± 4.3	88.5 ± 0.7
Seeking employment related outcomes	%	89.7 ± 1.4	85.9 ± 1.7	88.9 ± 1.6	89.0 ± 2.0	87.4 ± 3.1	87.7 ± 3.1	87.2 ± 3.9	85.7 ± 5.3	88.3 ± 0.8
Seeking further study outcomes	%	90.6 ± 5.7	85.0 ± 7.3	89.7 ± 6.0	87.4 ± 6.3	93.7 ± 8.3	94.9 ± 9.8	95.8 ± 8.1	87.6 ± 16.8	89.2 ± 3.1
Seeking personal development outcomes	%	89.4 ± 3.2	88.0 ± 4.4	89.7 ± 3.4	88.7 ± 4.8	89.1 ± 6.9	89.1 ± 7.4	93.0 ± 7.3	93.0 ± 6.8	89.3 ± 1.8
2009										
Satisfied with the quality of their training	%	90.3 ± 0.8	87.9 ± 1.0	87.1 ± 0.9	87.7 ± 1.1	89.3 ± 1.4	88.0 ± 2.5	85.8 ± 2.4	86.9 ± 3.4	88.7 ± 0.4
Seeking employment related outcomes	%	90.0 ± 0.9	87.5 ± 1.1	86.3 ± 1.1	86.8 ± 1.3	88.9 ± 1.6	87.3 ± 2.9	87.2 ± 2.6	86.8 ± 3.8	88.3 ± 0.5
Seeking further study outcomes	%	90.2 ± 3.0	88.4 ± 4.3	89.2 ± 4.2	90.2 ± 4.0	93.5 ± 5.3	89.1 ± 19.9	87.0 ± 12.0	84.3 ± 23.8	89.9 ± 1.8
Seeking personal development outcomes	%	91.8 ± 2.0	88.4 ± 2.7	91.0 ± 2.0	89.7 ± 2.5	90.8 ± 3.6	92.3 ± 6.1	80.1 ± 7.8	86.1 ± 8.1	90.4 ± 1.1

TABLE 5A.72

Table 5A.72 **Proportion of non-Indigenous graduates who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Satisfied with the quality of their training	%	89.8 ± 1.3	86.2 ± 1.8	85.7 ± 2.0	86.8 ± 2.3	92.2 ± 2.4	89.1 ± 3.4	87.9 ± 3.0	82.8 ± 6.3	88.1 ± 0.8
Seeking employment related outcomes	%	89.6 ± 1.5	85.2 ± 2.1	85.3 ± 2.3	86.6 ± 2.8	93.2 ± 2.5	89.3 ± 3.9	88.1 ± 3.6	83.4 ± 8.5	87.9 ± 0.9
Seeking further study outcomes	%	93.0 ± 5.1	83.5 ± 8.4	90.7 ± 5.6	82.6 ± 8.7	95.2 ± 9.4	95.3 ± 9.0	85.5 ± 8.4	72.0 ± 29.0	89.4 ± 3.2
Seeking personal development outcomes	%	88.4 ± 3.7	92.3 ± 3.5	85.4 ± 4.8	90.4 ± 4.9	80.2 ± 11.8	87.5 ± 10.4	88.1 ± 6.8	80.8 ± 9.7	88.3 ± 2.1
2007										
Satisfied with the quality of their training	%	89.2 ± 0.9	87.8 ± 1.1	88.0 ± 1.1	86.9 ± 1.3	89.2 ± 1.4	89.3 ± 2.6	83.3 ± 3.0	85.8 ± 3.8	88.3 ± 0.5
Seeking employment related outcomes	%	89.3 ± 1.1	87.5 ± 1.2	87.9 ± 1.2	86.2 ± 1.6	88.4 ± 1.6	88.9 ± 2.9	82.7 ± 3.4	86.2 ± 5.0	88.1 ± 0.6
Seeking further study outcomes	%	89.5 ± 3.6	87.4 ± 4.4	87.4 ± 6.3	91.5 ± 4.1	94.2 ± 7.0	94.2 ± 11.0	95.0 ± 7.2	74.9 ± 19.4	89.3 ± 2.1
Seeking personal development outcomes	%	89.8 ± 2.2	88.4 ± 3.3	87.1 ± 3.3	88.1 ± 3.8	91.5 ± 3.8	90.7 ± 7.3	79.9 ± 8.9	86.4 ± 6.4	88.7 ± 1.4
2006										
Satisfied with the quality of their training	%	86.9 ± 1.7	86.6 ± 1.8	88.0 ± 1.7	87.8 ± 1.9	85.6 ± 2.6	87.0 ± 3.4	85.0 ± 3.2	81.6 ± 5.9	86.9 ± 0.9
Seeking employment related outcomes	%	86.8 ± 2.1	86.0 ± 2.1	88.6 ± 1.9	88.6 ± 2.1	85.7 ± 2.8	86.2 ± 3.9	83.9 ± 3.9	77.2 ± 8.1	86.8 ± 1.1
Seeking further study outcomes	%	87.8 ± 5.7	92.5 ± 4.6	85.2 ± 8.3	87.5 ± 5.8	81.8 ± 17.3	85.8 ± 18.8	76.7 ± 19.5	91.6 ± 16.5	87.6 ± 3.3
Seeking personal development outcomes	%	84.7 ± 4.8	86.8 ± 4.2	88.0 ± 4.7	84.8 ± 5.3	93.6 ± 4.8	93.9 ± 6.0	89.1 ± 7.1	88.6 ± 7.3	86.4 ± 2.6
2005										
Satisfied with the quality of their training	%	87.5 ± 1.2	86.7 ± 1.1	86.1 ± 1.2	86.1 ± 1.2	86.6 ± 1.4	86.7 ± 3.0	84.1 ± 2.7	84.3 ± 3.5	86.8 ± 0.6
Seeking employment related outcomes	%	86.8 ± 1.5	85.9 ± 1.4	86.3 ± 1.4	85.3 ± 1.5	86.4 ± 1.5	86.3 ± 3.4	82.1 ± 3.4	82.9 ± 4.3	86.2 ± 0.8
Seeking further study outcomes	%	89.6 ± 4.4	87.7 ± 4.6	88.4 ± 4.3	87.9 ± 3.3	83.7 ± 8.0	81.3 ± 20.3	80.3 ± 13.3	90.7 ± 12.5	88.3 ± 2.2
Seeking personal development outcomes	%	87.7 ± 3.0	89.8 ± 2.4	86.6 ± 3.3	86.1 ± 3.1	87.1 ± 4.3	85.7 ± 9.5	89.6 ± 6.2	91.3 ± 6.9	87.7 ± 1.6

(a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.73

Table 5A.73 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Satisfied with the quality of their training	%	88.8 ± 1.0	84.1 ± 2.1	87.6 ± 1.4	89.1 ± 1.1	88.5 ± 1.4	np	85.5 ± 2.3	86.8 ± 17.6	86.9 ± 0.8
Seeking employment related outcomes	%	88.1 ± 1.1	85.3 ± 2.3	87.1 ± 1.6	88.6 ± 1.2	88.5 ± 1.5	np	84.2 ± 2.6	93.2 ± 13.2	87.0 ± 0.9
Seeking further study outcomes	%	90.5 ± 4.1	80.5 ± 10.7	84.6 ± 6.6	92.7 ± 3.0	82.2 ± 10.7	na	93.0 ± 8.0	np	87.0 ± 3.5
Seeking personal development outcomes	%	91.7 ± 2.4	79.7 ± 6.0	93.6 ± 2.5	90.5 ± 2.7	89.9 ± 3.5	na	90.4 ± 6.4	–	86.3 ± 2.8
2012										
Satisfied with the quality of their training	%	90.2 ± 1.4	86.7 ± 2.4	88.1 ± 2.6	91.5 ± 1.7	90.3 ± 2.5	np	83.6 ± 4.7	np	88.9 ± 0.9
Seeking employment related outcomes	%	90.0 ± 1.5	86.3 ± 2.6	88.1 ± 2.9	91.0 ± 1.9	89.4 ± 2.7	np	82.7 ± 5.3	np	88.6 ± 1.1
Seeking further study outcomes	%	90.7 ± 7.2	86.4 ± 8.5	92.1 ± 5.6	92.8 ± 6.1	100	na	100	na	90.7 ± 3.7
Seeking personal development outcomes	%	91.9 ± 3.3	87.3 ± 7.7	88.8 ± 7.4	94.8 ± 3.5	95.6 ± 4.9	na	89.6 ± 9.0	na	90.6 ± 2.8
2011										
Satisfied with the quality of their training	%	89.2 ± 0.9	87.2 ± 1.1	88.0 ± 1.1	88.3 ± 1.1	90.3 ± 1.3	86.8 ± 11.0	86.6 ± 2.6	100	88.4 ± 0.5
Seeking employment related outcomes	%	89.0 ± 1.0	86.9 ± 1.3	87.4 ± 1.3	87.9 ± 1.3	89.6 ± 1.5	83.6 ± 13.3	86.7 ± 3.0	100	88.1 ± 0.6
Seeking further study outcomes	%	92.7 ± 2.8	88.9 ± 3.6	89.2 ± 5.1	93.5 ± 2.9	92.8 ± 5.9	na	82.7 ± 15.9	na	91.5 ± 1.7
Seeking personal development outcomes	%	87.9 ± 3.1	88.0 ± 3.1	89.9 ± 3.2	88.1 ± 3.2	93.5 ± 3.6	np	86.4 ± 6.5	np	88.7 ± 1.5
2010										
Satisfied with the quality of their training	%	89.1 ± 1.5	85.7 ± 2.0	88.3 ± 1.9	87.7 ± 2.3	87.7 ± 3.2	83.9 ± 13.9	88.5 ± 3.5	85.7 ± 26.6	87.9 ± 0.9
Seeking employment related outcomes	%	89.2 ± 1.7	84.9 ± 2.3	87.9 ± 2.2	87.8 ± 2.6	86.7 ± 3.8	80.1 ± 19.2	86.9 ± 4.2	np	87.5 ± 1.0
Seeking further study outcomes	%	91.1 ± 6.8	85.5 ± 7.0	87.0 ± 9.2	83.9 ± 8.4	85.8 ± 15.7	np	94.9 ± 9.7	np	88.1 ± 3.9
Seeking personal development outcomes	%	87.8 ± 4.3	88.4 ± 6.1	90.5 ± 4.1	89.4 ± 5.8	91.6 ± 6.4	89.8 ± 19.0	92.7 ± 8.1	np	89.1 ± 2.4
2009										
Satisfied with the quality of their training	%	90.8 ± 0.9	87.8 ± 1.2	86.4 ± 1.3	87.0 ± 1.5	88.7 ± 1.8	100	85.4 ± 2.7	85.8 ± 24.9	88.7 ± 0.5
Seeking employment related outcomes	%	90.7 ± 1.0	87.4 ± 1.3	84.9 ± 1.6	86.1 ± 1.8	88.0 ± 2.1	100	86.4 ± 2.9	75.7 ± 39.0	88.2 ± 0.6
Seeking further study outcomes	%	90.8 ± 3.1	87.8 ± 5.2	89.0 ± 5.4	89.6 ± 4.9	92.6 ± 6.0	np	94.7 ± 10.0	np	90.1 ± 2.0
Seeking personal development outcomes	%	91.3 ± 2.6	89.1 ± 3.2	91.7 ± 2.6	88.7 ± 3.2	91.1 ± 4.2	np	81.5 ± 8.0	np	90.3 ± 1.4

TABLE 5A.73

Table 5A.73 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Satisfied with the quality of their training	%	89.8 ± 1.6	85.3 ± 2.4	86.8 ± 2.5	87.5 ± 2.8	91.0 ± 3.1	np	89.0 ± 3.2	100	88.2 ± 1.0
Seeking employment related outcomes	%	89.8 ± 1.8	84.0 ± 2.8	85.8 ± 3.1	87.0 ± 3.4	92.4 ± 3.0	np	88.6 ± 3.8	100	87.8 ± 1.2
Seeking further study outcomes	%	92.1 ± 6.2	86.3 ± 8.4	91.7 ± 5.9	83.6 ± 9.5	94.0 ± 11.7	na	84.8 ± 6.9	na	89.5 ± 3.7
Seeking personal development outcomes	%	88.3 ± 4.7	92.0 ± 4.4	86.6 ± 6.0	92.2 ± 5.7	75.8 ± 15.9	–	93.5 ± 5.9	na	88.7 ± 2.7
2007										
Satisfied with the quality of their training	%	88.9 ± 1.2	87.2 ± 1.4	87.7 ± 1.6	86.8 ± 1.7	88.5 ± 1.8	np	84.6 ± 3.2	100	88.0 ± 0.7
Seeking employment related outcomes	%	89.3 ± 1.4	86.7 ± 1.6	87.2 ± 1.9	85.7 ± 2.1	87.4 ± 2.1	np	83.6 ± 3.8	100	87.7 ± 0.8
Seeking further study outcomes	%	88.0 ± 4.5	87.9 ± 5.0	85.7 ± 8.4	92.1 ± 4.7	93.9 ± 9.1	na	96.0 ± 7.7	na	88.6 ± 2.7
Seeking personal development outcomes	%	88.6 ± 3.1	88.9 ± 4.0	88.2 ± 5.0	88.2 ± 4.9	91.1 ± 4.7	np	81.6 ± 9.7	np	88.5 ± 1.9
2006										
Satisfied with the quality of their training	%	86.6 ± 2.1	86.6 ± 2.3	88.2 ± 2.4	88.2 ± 2.3	84.8 ± 3.2	np	84.5 ± 3.7	74.6 ± 28.3	86.7 ± 1.2
Seeking employment related outcomes	%	85.9 ± 2.6	85.6 ± 2.8	89.5 ± 2.8	89.0 ± 2.6	84.8 ± 3.7	np	83.3 ± 4.5	74.6 ± 28.3	86.4 ± 1.4
Seeking further study outcomes	%	86.8 ± 6.6	92.5 ± 5.7	83.8 ± 10.4	88.7 ± 6.8	83.6 ± 18.9	na	78.0 ± 18.7	na	87.1 ± 3.9
Seeking personal development outcomes	%	85.3 ± 5.4	88.7 ± 5.1	89.6 ± 5.6	85.3 ± 6.5	92.1 ± 6.7	na	88.9 ± 7.5	na	87.0 ± 3.1
2005										
Satisfied with the quality of their training	%	88.2 ± 1.5	86.7 ± 1.5	86.1 ± 1.6	86.4 ± 1.5	86.7 ± 1.7	np	83.3 ± 3.1	92.9 ± 13.5	87.2 ± 0.8
Seeking employment related outcomes	%	87.9 ± 1.9	86.3 ± 1.9	86.5 ± 1.9	85.2 ± 1.9	86.4 ± 1.9	np	81.5 ± 3.8	90.0 ± 18.6	86.8 ± 1.0
Seeking further study outcomes	%	89.6 ± 5.1	86.8 ± 5.7	88.3 ± 5.0	89.4 ± 3.6	86.8 ± 8.4	na	77.4 ± 16.3	np	88.5 ± 2.6
Seeking personal development outcomes	%	87.0 ± 4.0	88.6 ± 3.3	84.7 ± 5.1	86.4 ± 3.9	86.6 ± 5.4	–	89.3 ± 6.5	np	87.0 ± 2.3

- (a) There are no major cities in Tasmania and the NT, data for Tasmania and the NT are for students from major cities throughout Australia studying in those jurisdictions. Some data for Tasmania and the NT are not published due to 5 or fewer responses.
- (b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.73 **Proportion of graduates from major cities who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.74

Table 5A.74 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Satisfied with the quality of their training	%	88.3 ± 1.5	87.2 ± 2.8	87.0 ± 2.3	88.9 ± 2.5	85.9 ± 3.5	88.8 ± 2.0	89.7 ± 6.8	80.1 ± 33.6	87.6 ± 1.2
Seeking employment related outcomes	%	88.4 ± 1.7	86.6 ± 3.2	87.2 ± 2.5	88.6 ± 2.9	84.5 ± 3.9	88.6 ± 2.2	88.8 ± 7.8	80.1 ± 33.6	87.4 ± 1.4
Seeking further study outcomes	%	91.9 ± 5.7	93.4 ± 4.6	71.5 ± 18.7	94.9 ± 6.9	84.4 ± 28.4	100.0	np	na	89.7 ± 4.4
Seeking personal development outcomes	%	87.7 ± 3.9	89.3 ± 7.5	89.7 ± 5.8	89.0 ± 6.2	95.5 ± 5.7	88.3 ± 5.5	np	na	88.9 ± 3.0
2012										
Satisfied with the quality of their training	%	88.6 ± 2.7	89.4 ± 3.8	91.5 ± 3.3	90.1 ± 4.4	88.7 ± 6.3	90.9 ± 3.6	86.9 ± 13.6	np	89.6 ± 1.7
Seeking employment related outcomes	%	88.3 ± 3.0	88.7 ± 4.4	91.8 ± 3.4	88.7 ± 5.1	87.9 ± 7.5	90.1 ± 4.1	85.4 ± 15.2	np	89.2 ± 1.9
Seeking further study outcomes	%	84.5 ± 16.4	90.8 ± 13.1	74.2 ± 32.1	100	100	100	na	na	88.2 ± 9.7
Seeking personal development outcomes	%	93.5 ± 5.0	90.9 ± 8.3	88.9 ± 11.5	96.3 ± 5.2	87.4 ± 14.6	92.6 ± 10.1	np	na	91.5 ± 4.1
2011										
Satisfied with the quality of their training	%	91.2 ± 1.5	88.5 ± 1.6	90.1 ± 1.4	88.6 ± 1.9	91.3 ± 2.6	89.8 ± 2.4	87.8 ± 5.6	np	89.9 ± 0.7
Seeking employment related outcomes	%	91.7 ± 1.6	88.5 ± 1.6	90.3 ± 1.6	89.0 ± 2.1	91.1 ± 3.0	89.4 ± 2.9	87.7 ± 6.2	np	90.2 ± 0.8
Seeking further study outcomes	%	90.4 ± 9.9	90.6 ± 6.9	91.2 ± 6.6	88.9 ± 7.2	97.0 ± 6.1	100	94.2 ± 11.9	–	91.0 ± 4.3
Seeking personal development outcomes	%	89.4 ± 4.4	90.4 ± 4.0	87.9 ± 4.1	85.0 ± 6.4	88.4 ± 8.2	91.1 ± 5.4	95.8 ± 6.0	np	88.8 ± 2.2
2010										
Satisfied with the quality of their training	%	91.4 ± 1.9	87.2 ± 2.6	89.8 ± 2.6	91.5 ± 3.5	89.9 ± 6.7	86.6 ± 3.5	89.3 ± 7.1	np	89.8 ± 1.2
Seeking employment related outcomes	%	91.8 ± 2.1	87.1 ± 2.8	90.2 ± 2.8	91.4 ± 3.7	89.1 ± 7.7	85.5 ± 4.0	87.2 ± 8.7	np	89.9 ± 1.3
Seeking further study outcomes	%	88.2 ± 9.8	83.6 ± 18.9	94.5 ± 7.7	93.4 ± 7.8	100	100	np	na	89.6 ± 6.4
Seeking personal development outcomes	%	92.7 ± 4.2	86.6 ± 7.8	86.8 ± 7.9	89.2 ± 14.4	90.5 ± 18.4	95.4 ± 5.2	97.5 ± 4.9	na	90.0 ± 3.3
2009										
Satisfied with the quality of their training	%	89.9 ± 1.6	87.0 ± 1.9	87.0 ± 2.0	90.2 ± 2.3	91.2 ± 2.9	86.7 ± 3.9	87.2 ± 5.6	76.7 ± 24.2	88.6 ± 0.9
Seeking employment related outcomes	%	89.7 ± 1.8	86.7 ± 2.2	87.0 ± 2.2	89.2 ± 2.7	90.4 ± 3.3	86.6 ± 4.3	89.3 ± 5.4	np	88.4 ± 1.0
Seeking further study outcomes	%	87.8 ± 9.2	87.4 ± 8.6	89.0 ± 9.2	94.7 ± 7.2	100	np	np	na	88.4 ± 5.3
Seeking personal development outcomes	%	91.8 ± 3.8	87.0 ± 5.9	88.7 ± 4.8	93.9 ± 4.5	94.0 ± 6.7	89.4 ± 10.1	70.6 ± 27.0	np	90.1 ± 2.3

TABLE 5A.74

Table 5A.74 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Satisfied with the quality of their training	%	89.1 ± 2.7	87.3 ± 2.9	83.9 ± 4.3	83.2 ± 6.0	93.5 ± 5.2	88.9 ± 4.8	82.7 ± 8.2	np	87.6 ± 1.6
Seeking employment related outcomes	%	89.0 ± 3.1	87.1 ± 3.2	83.0 ± 5.3	83.6 ± 7.0	94.6 ± 5.4	88.3 ± 5.8	84.2 ± 10.0	np	87.5 ± 1.8
Seeking further study outcomes	%	95.8 ± 7.9	60.5 ± 27.2	93.2 ± 7.3	72.8 ± 31.3	np	100	np	np	88.5 ± 7.4
Seeking personal development outcomes	%	85.2 ± 8.8	92.5 ± 5.9	88.4 ± 8.1	86.2 ± 12.7	80.9 ± 22.8	89.0 ± 11.4	80.4 ± 13.7	na	87.3 ± 4.4
2007										
Satisfied with the quality of their training	%	90.0 ± 1.6	88.3 ± 1.9	89.4 ± 1.9	87.2 ± 3.0	90.3 ± 3.1	88.1 ± 3.6	79.5 ± 7.3	np	89.0 ± 0.9
Seeking employment related outcomes	%	88.7 ± 2.0	88.3 ± 2.1	88.7 ± 2.2	88.6 ± 3.3	91.1 ± 3.3	86.8 ± 4.2	80.0 ± 8.4	np	88.5 ± 1.1
Seeking further study outcomes	%	96.3 ± 4.2	87.8 ± 7.7	98.0 ± 3.9	85.6 ± 11.2	90.1 ± 18.6	88.2 ± 21.9	np	na	93.3 ± 3.1
Seeking personal development outcomes	%	93.7 ± 3.1	84.2 ± 7.6	91.0 ± 5.2	76.3 ± 13.1	88.6 ± 10.7	95.3 ± 6.3	78.7 ± 19.1	na	90.1 ± 2.5
2006										
Satisfied with the quality of their training	%	88.9 ± 3.4	85.2 ± 3.3	90.4 ± 2.8	89.8 ± 4.4	84.1 ± 6.9	86.1 ± 4.7	88.1 ± 6.3	np	87.9 ± 1.9
Seeking employment related outcomes	%	89.3 ± 3.8	85.0 ± 3.8	89.8 ± 3.1	89.8 ± 5.3	85.4 ± 6.6	85.6 ± 5.5	85.5 ± 7.9	np	87.9 ± 2.1
Seeking further study outcomes	%	94.9 ± 9.7	93.3 ± 8.5	94.7 ± 10.2	85.5 ± 17.1	np	80.3 ± 24.8	np	na	92.1 ± 6.4
Seeking personal development outcomes	%	83.8 ± 12.5	79.2 ± 8.9	95.6 ± 4.0	87.9 ± 11.5	94.0 ± 8.5	95.9 ± 7.9	93.2 ± 12.9	na	86.1 ± 7.2
2005										
Satisfied with the quality of their training	%	85.7 ± 2.9	86.6 ± 1.8	88.2 ± 2.3	87.3 ± 2.9	85.8 ± 3.3	84.0 ± 4.7	86.9 ± 5.9	79.5 ± 34.8	86.3 ± 1.5
Seeking employment related outcomes	%	84.4 ± 3.6	85.1 ± 2.3	88.6 ± 2.7	87.6 ± 3.4	84.8 ± 3.7	84.0 ± 5.4	84.8 ± 7.1	np	85.4 ± 1.8
Seeking further study outcomes	%	85.8 ± 11.7	89.9 ± 6.9	92.0 ± 8.3	76.2 ± 11.7	97.8 ± 4.5	73.9 ± 28.3	88.4 ± 20.9	na	86.4 ± 5.5
Seeking personal development outcomes	%	87.3 ± 5.8	91.5 ± 3.5	86.3 ± 7.1	88.9 ± 6.4	89.4 ± 9.0	84.5 ± 13.1	90.6 ± 17.8	np	88.2 ± 3.2

(a) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(b) There are no inner regional areas in the NT, data for the NT are for students from inner regional areas throughout Australia studying in the jurisdiction. Some data for the ACT and the NT are not published due to 5 or fewer responses.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.74 **Proportion of graduates from inner regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

na Not available. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.75

Table 5A.75 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Satisfied with the quality of their training	%	89.3 ± 2.3	92.6 ± 3.0	89.2 ± 2.3	88.4 ± 2.6	89.6 ± 3.2	90.7 ± 2.4	94.7 ± 10.6	86.9 ± 3.0	89.8 ± 1.1
Seeking employment related outcomes	%	88.9 ± 2.7	93.7 ± 2.0	88.7 ± 2.5	88.6 ± 2.8	89.8 ± 3.5	90.0 ± 2.8	92.6 ± 14.2	87.1 ± 3.2	89.7 ± 1.1
Seeking further study outcomes	%	91.0 ± 10.7	89.0 ± 14.5	91.0 ± 8.6	87.0 ± 13.2	59.5 ± 36.0	97.5 ± 4.9	na	68.9 ± 26.2	87.5 ± 6.0
Seeking personal development outcomes	%	90.2 ± 4.6	84.2 ± 19.2	91.4 ± 7.0	89.2 ± 7.8	96.4 ± 4.5	92.8 ± 5.8	np	88.3 ± 7.9	89.9 ± 4.3
2012										
Satisfied with the quality of their training	%	88.8 ± 4.7	88.0 ± 6.4	88.4 ± 4.4	93.6 ± 3.3	92.4 ± 4.3	91.5 ± 4.3	np	85.3 ± 4.7	89.4 ± 2.0
Seeking employment related outcomes	%	88.3 ± 5.4	88.4 ± 7.0	89.4 ± 4.6	93.8 ± 3.7	92.3 ± 4.7	91.8 ± 4.8	np	85.6 ± 5.2	89.7 ± 2.2
Seeking further study outcomes	%	99.0 ± 2.1	100	87.9 ± 17.6	100	np	np	na	86.9 ± 24.1	94.9 ± 5.9
Seeking personal development outcomes	%	91.3 ± 9.5	83.3 ± 16.7	82.1 ± 14.9	93.5 ± 9.1	88.8 ± 15.7	84.8 ± 14.9	na	83.4 ± 12.2	86.3 ± 6.1
2011										
Satisfied with the quality of their training	%	90.4 ± 1.9	85.8 ± 4.0	89.4 ± 1.7	90.4 ± 2.4	91.1 ± 2.6	87.9 ± 2.7	82.7 ± 18.3	88.8 ± 3.3	89.5 ± 1.0
Seeking employment related outcomes	%	89.2 ± 2.4	84.8 ± 4.6	88.8 ± 2.0	91.4 ± 2.4	91.2 ± 2.9	87.8 ± 3.1	79.6 ± 21.3	88.5 ± 4.0	88.9 ± 1.1
Seeking further study outcomes	%	96.7 ± 6.4	91.9 ± 15.5	87.7 ± 10.6	82.5 ± 16.8	95.6 ± 8.6	93.3 ± 12.7	na	79.7 ± 25.2	91.3 ± 4.8
Seeking personal development outcomes	%	94.1 ± 3.3	89.3 ± 8.1	91.8 ± 3.5	90.9 ± 5.9	87.8 ± 7.8	83.9 ± 8.5	np	89.8 ± 6.5	91.4 ± 2.0
2010										
Satisfied with the quality of their training	%	88.5 ± 4.0	88.7 ± 4.4	88.9 ± 3.3	91.0 ± 5.4	92.0 ± 5.8	89.7 ± 4.0	83.5 ± 24.4	90.3 ± 4.1	89.2 ± 1.8
Seeking employment related outcomes	%	87.5 ± 4.8	88.5 ± 5.1	89.0 ± 3.8	91.5 ± 5.8	92.6 ± 6.0	90.3 ± 4.5	82.6 ± 25.6	89.9 ± 4.8	89.0 ± 2.1
Seeking further study outcomes	%	98.1 ± 3.7	np	90.2 ± 18.3	100	np	87.5 ± 23.2	na	80.8 ± 25.5	94.1 ± 7.2
Seeking personal development outcomes	%	93.9 ± 7.1	83.0 ± 11.5	92.7 ± 7.1	92.3 ± 12.2	86.7 ± 22.5	84.1 ± 11.7	np	91.9 ± 10.0	90.9 ± 3.8
2009										
Satisfied with the quality of their training	%	88.9 ± 2.5	90.2 ± 3.4	88.4 ± 1.9	88.2 ± 3.2	91.0 ± 3.9	87.5 ± 3.5	83.5 ± 15.2	85.1 ± 4.7	88.6 ± 1.2
Seeking employment related outcomes	%	88.1 ± 3.0	90.5 ± 3.7	88.2 ± 2.1	88.2 ± 3.7	92.6 ± 3.7	85.7 ± 4.2	85.7 ± 15.5	86.3 ± 5.0	88.3 ± 1.4
Seeking further study outcomes	%	89.2 ± 10.7	100	92.4 ± 7.4	90.8 ± 10.7	100	np	np	81.4 ± 27.2	90.8 ± 5.7
Seeking personal development outcomes	%	93.5 ± 4.3	85.7 ± 13.7	88.9 ± 4.5	86.3 ± 9.5	88.7 ± 10.1	95.7 ± 5.9	np	80.5 ± 12.3	90.2 ± 2.7

TABLE 5A.75

Table 5A.75 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Satisfied with the quality of their training	%	91.1 ± 2.9	90.3 ± 4.7	86.3 ± 4.0	89.1 ± 5.6	93.9 ± 6.4	87.3 ± 5.3	85.0 ± 20.4	83.2 ± 5.9	88.9 ± 1.8
Seeking employment related outcomes	%	90.0 ± 3.8	88.5 ± 5.4	87.3 ± 4.4	88.7 ± 6.9	92.6 ± 7.6	87.9 ± 5.9	100	85.1 ± 6.7	88.7 ± 2.1
Seeking further study outcomes	%	93.1 ± 3.3	100	<i>70.8 ± 40.1</i>	<i>50.0 ± 47.6</i>	np	90.7 ± 17.2	np	np	87.9 ± 8.7
Seeking personal development outcomes	%	93.9 ± 5.5	99.2 ± 1.6	83.2 ± 10.9	94.9 ± 6.0	np	86.4 ± 18.5	np	79.3 ± 11.9	89.3 ± 4.3
2007										
Satisfied with the quality of their training	%	89.3 ± 2.3	89.1 ± 3.3	87.8 ± 2.1	86.6 ± 3.6	94.7 ± 2.6	89.6 ± 3.9	86.9 ± 17.5	86.6 ± 4.9	88.8 ± 1.2
Seeking employment related outcomes	%	89.7 ± 2.5	88.0 ± 4.0	88.7 ± 2.3	85.6 ± 4.2	94.5 ± 3.0	90.1 ± 4.2	90.2 ± 18.1	85.1 ± 6.7	89.1 ± 1.3
Seeking further study outcomes	%	90.0 ± 11.2	74.7 ± 26.5	81.6 ± 14.4	89.0 ± 13.1	100	100	np	80.9 ± 17.7	88.1 ± 6.6
Seeking personal development outcomes	%	90.0 ± 5.1	95.7 ± 4.1	82.4 ± 7.1	95.0 ± 4.5	95.6 ± 8.5	87.8 ± 13.8	–	89.8 ± 7.3	88.7 ± 3.1
2006										
Satisfied with the quality of their training	%	86.5 ± 4.9	89.8 ± 5.6	86.4 ± 3.9	83.7 ± 6.6	89.8 ± 5.5	90.2 ± 4.5	84.0 ± 20.4	83.6 ± 8.2	87.0 ± 2.3
Seeking employment related outcomes	%	89.1 ± 5.3	90.3 ± 5.3	87.7 ± 4.3	85.1 ± 7.3	88.6 ± 6.2	88.9 ± 5.2	82.5 ± 22.1	78.4 ± 11.7	88.2 ± 2.5
Seeking further study outcomes	%	np	np	83.9 ± 16.8	np	np	np	na	np	83.1 ± 16.1
Seeking personal development outcomes	%	86.1 ± 11.3	94.2 ± 11.0	79.2 ± 12.1	75.3 ± 22.0	100	96.7 ± 6.4	np	91.2 ± 8.7	85.4 ± 6.3
2005										
Satisfied with the quality of their training	%	84.6 ± 3.8	87.1 ± 3.2	85.8 ± 2.5	87.2 ± 3.1	88.1 ± 3.2	88.9 ± 3.9	90.3 ± 17.8	80.2 ± 5.5	85.7 ± 1.8
Seeking employment related outcomes	%	81.8 ± 4.9	85.5 ± 4.0	84.9 ± 2.8	86.8 ± 3.8	89.8 ± 3.2	87.7 ± 4.4	88.6 ± 20.8	79.5 ± 6.8	84.2 ± 2.3
Seeking further study outcomes	%	95.1 ± 6.9	80.9 ± 23.6	78.1 ± 21.4	89.4 ± 10.6	70.3 ± 32.0	np	np	np	89.7 ± 5.9
Seeking personal development outcomes	%	92.7 ± 3.5	94.8 ± 5.1	94.2 ± 3.9	84.2 ± 9.1	84.0 ± 12.1	89.8 ± 13.4	np	90.8 ± 13.5	91.9 ± 2.4

(a) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(b) There are no outer regional areas in the ACT, data for the ACT are for students from outer regional areas throughout Australia studying in the jurisdiction. Some data are not published due to 5 or fewer responses.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.75 **Proportion of graduates from outer regional areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.76

Table 5A.76 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Satisfied with the quality of their training	%	88.5 ± 5.9	97.8 ± 4.0	90.0 ± 4.6	90.0 ± 2.6	91.4 ± 5.0	87.3 ± 8.5	np	92.0 ± 3.6	90.3 ± 1.9
Seeking employment related outcomes	%	88.0 ± 7.3	97.7 ± 4.3	90.0 ± 4.8	90.1 ± 2.8	90.4 ± 5.7	88.7 ± 8.9	np	91.1 ± 4.1	90.1 ± 2.1
Seeking further study outcomes	%	np	na	np	90.6 ± 13.0	100.0	np	na	np	97.7 ± 3.4
Seeking personal development outcomes	%	85.8 ± 13.2	np	86.7 ± 19.1	89.6 ± 7.5	94.8 ± 10.1	81.4 ± 22.9	na	96.8 ± 6.2	88.9 ± 6.2
2012										
Satisfied with the quality of their training	%	99.8 ± 0.4	np	94.1 ± 6.3	96.8 ± 2.7	93.7 ± 8.1	100	np	83.7 ± 7.5	94.5 ± 2.4
Seeking employment related outcomes	%	100	np	92.2 ± 8.4	96.2 ± 3.2	92.9 ± 9.1	100	np	85.6 ± 8.2	94.2 ± 2.8
Seeking further study outcomes	%	np	na	np	100	np	na	na	np	100
Seeking personal development outcomes	%	np	na	99.3 ± 1.5	100	np	np	na	74.2 ± 18.8	94.7 ± 4.6
2011										
Satisfied with the quality of their training	%	86.3 ± 8.1	100	90.2 ± 3.0	88.2 ± 3.0	93.3 ± 3.6	94.1 ± 5.2	na	87.9 ± 5.0	89.5 ± 1.8
Seeking employment related outcomes	%	86.7 ± 9.8	100	89.9 ± 3.5	86.3 ± 3.6	92.7 ± 4.1	93.9 ± 6.0	na	86.1 ± 6.4	88.6 ± 2.1
Seeking further study outcomes	%	np	np	np	88.0 ± 13.5	np	np	na	78.9 ± 34.7	87.6 ± 12.3
Seeking personal development outcomes	%	80.4 ± 18.6	np	90.5 ± 6.7	97.6 ± 3.3	97.0 ± 6.0	90.5 ± 18.2	na	95.0 ± 5.1	92.5 ± 3.5
2010										
Satisfied with the quality of their training	%	85.9 ± 10.6	100	91.4 ± 4.8	89.2 ± 4.5	92.8 ± 7.4	100	na	85.6 ± 11.5	90.0 ± 3.0
Seeking employment related outcomes	%	90.4 ± 10.9	100	91.3 ± 4.9	91.2 ± 4.6	94.3 ± 6.7	100	na	81.8 ± 14.1	91.1 ± 3.1
Seeking further study outcomes	%	na	na	np	np	np	na	na	np	67.2 ± 40.7
Seeking personal development outcomes	%	71.7 ± 29.3	np	98.1 ± 3.7	72.3 ± 17.2	81.0 ± 32.2	np	na	100	85.0 ± 8.8
2009										
Satisfied with the quality of their training	%	89.4 ± 7.2	93.4 ± 5.1	90.6 ± 3.1	89.3 ± 3.0	85.5 ± 7.4	96.8 ± 6.2	np	86.4 ± 15.6	89.6 ± 2.2
Seeking employment related outcomes	%	90.2 ± 8.3	95.6 ± 4.2	89.7 ± 3.7	88.2 ± 3.5	87.6 ± 7.7	96.3 ± 7.2	np	85.1 ± 18.6	89.4 ± 2.5
Seeking further study outcomes	%	np	na	95.1 ± 9.4	92.5 ± 14.2	np	na	na	np	81.9 ± 15.3
Seeking personal development outcomes	%	92.7 ± 14.1	90.7 ± 17.2	94.9 ± 4.9	94.2 ± 4.4	59.4 ± 34.9	np	na	87.6 ± 16.4	91.1 ± 4.8

TABLE 5A.76

Table 5A.76 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Satisfied with the quality of their training	%	78.3 ± 16.0	94.5 ± 10.8	83.7 ± 9.6	86.3 ± 9.0	92.0 ± 9.7	100	–	91.4 ± 4.9	86.2 ± 5.0
Seeking employment related outcomes	%	73.8 ± 20.6	90.5 ± 17.5	82.3 ± 11.3	85.1 ± 11.4	89.5 ± 12.9	100	–	93.2 ± 5.7	84.2 ± 6.5
Seeking further study outcomes	%	na	na	100	100	na	na	na	np	100
Seeking personal development outcomes	%	81.8 ± 24.6	np	81.9 ± 27.3	85.5 ± 17.4	np	np	na	87.9 ± 9.2	86.8 ± 8.5
2007										
Satisfied with the quality of their training	%	90.4 ± 6.5	93.5 ± 4.8	87.5 ± 4.0	87.6 ± 4.3	85.2 ± 7.0	92.1 ± 14.7	np	88.9 ± 5.5	88.1 ± 2.2
Seeking employment related outcomes	%	95.2 ± 6.5	92.5 ± 5.9	88.7 ± 4.0	85.3 ± 5.3	82.0 ± 8.8	100	np	90.0 ± 6.1	88.4 ± 2.5
Seeking further study outcomes	%	np	np	89.7 ± 15.2	100	np	np	na	np	87.6 ± 13.0
Seeking personal development outcomes	%	85.0 ± 15.5	94.7 ± 11.2	86.2 ± 12.4	98.5 ± 2.1	88.3 ± 16.0	–	na	88.1 ± 12.9	88.8 ± 5.7
2006										
Satisfied with the quality of their training	%	77.1 ± 19.6	95.8 ± 1.8	88.6 ± 4.8	89.1 ± 5.8	89.5 ± 9.2	89.5 ± 13.1	na	86.4 ± 8.9	86.6 ± 5.0
Seeking employment related outcomes	%	69.6 ± 26.9	100	85.9 ± 6.2	89.8 ± 7.8	88.5 ± 11.4	88.3 ± 16.9	na	80.6 ± 13.7	83.8 ± 6.9
Seeking further study outcomes	%	np	np	100	np	np	na	na	np	85.9 ± 10.6
Seeking personal development outcomes	%	85.6 ± 26.5	np	96.0 ± 4.8	89.4 ± 10.8	87.1 ± 23.8	89.3 ± 20.9	na	97.4 ± 5.0	91.5 ± 7.6
2005										
Satisfied with the quality of their training	%	85.8 ± 10.2	85.7 ± 7.8	83.8 ± 4.7	82.6 ± 4.7	85.6 ± 5.8	86.0 ± 14.5	na	89.8 ± 6.2	84.7 ± 2.8
Seeking employment related outcomes	%	85.3 ± 12.0	89.1 ± 8.0	83.2 ± 5.9	80.7 ± 5.7	87.8 ± 5.5	80.1 ± 20.0	na	87.8 ± 8.0	84.2 ± 3.5
Seeking further study outcomes	%	np	np	94.8 ± 4.5	92.0 ± 15.1	np	na	na	np	73.6 ± 18.6
Seeking personal development outcomes	%	91.0 ± 12.7	np	85.3 ± 9.2	89.0 ± 8.0	80.8 ± 23.8	np	na	100	88.2 ± 5.2

(a) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(b) There are no very remote areas in Victoria and no remote or very remote areas in the ACT. The remote data for Victoria and the ACT are for students from remote areas throughout Australia studying in the jurisdiction. Data for some jurisdictions are not published due to 5 or fewer responses.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.76 **Proportion of graduates from remote and very remote areas who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to < www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html >.									
(e)	In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', http://www.ncver.edu.au/publications/2501.html). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).									

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.77

Table 5A.77 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Satisfied with the quality of their training	%	86.1 ± 2.6	82.7 ± 6.1	83.8 ± 4.3	88.7 ± 3.2	86.5 ± 4.3	86.8 ± 5.2	82.4 ± 7.5	86.6 ± 8.2	84.9 ± 2.2
Seeking employment related outcomes	%	85.4 ± 3.3	86.1 ± 6.2	83.5 ± 4.9	89.5 ± 3.7	86.3 ± 4.9	88.2 ± 5.7	79.3 ± 9.6	84.7 ± 9.8	85.6 ± 2.4
Seeking further study outcomes	%	90.5 ± 8.3	84.7 ± 13.2	76.1 ± 22.1	95.6 ± 6.8	70.0 ± 26.6	100.0	np	np	85.9 ± 6.6
Seeking personal development outcomes	%	87.7 ± 4.7	67.2 ± 18.1	89.0 ± 7.1	86.7 ± 7.0	94.2 ± 6.3	84.4 ± 13.3	88.2 ± 11.5	100	82.3 ± 6.2
2012										
Satisfied with the quality of their training	%	86.8 ± 4.2	90.2 ± 5.2	88.5 ± 6.0	90.7 ± 5.2	92.1 ± 4.9	91.7 ± 7.9	79.0 ± 15.2	83.5 ± 12.6	88.8 ± 2.4
Seeking employment related outcomes	%	85.7 ± 5.3	89.7 ± 6.0	87.9 ± 7.4	91.2 ± 5.6	89.5 ± 6.5	89.3 ± 10.2	81.7 ± 15.6	89.6 ± 11.6	88.1 ± 2.9
Seeking further study outcomes	%	90.0 ± 11.2	99.1 ± 1.9	88.7 ± 18.4	88.5 ± 21.3	np	np	np	na	92.1 ± 7.4
Seeking personal development outcomes	%	89.3 ± 8.1	89.6 ± 12.6	89.1 ± 10.9	95.9 ± 7.9	100	100	64.9 ± 41.6	np	90.2 ± 4.7
2011										
Satisfied with the quality of their training	%	86.7 ± 2.7	86.4 ± 2.9	86.3 ± 2.8	82.4 ± 4.1	89.7 ± 3.0	88.6 ± 5.5	82.5 ± 7.5	91.9 ± 8.0	86.4 ± 1.4
Seeking employment related outcomes	%	87.4 ± 2.9	85.9 ± 3.4	86.2 ± 3.3	82.7 ± 4.6	87.6 ± 3.7	87.0 ± 7.0	78.0 ± 9.9	94.7 ± 7.3	86.3 ± 1.5
Seeking further study outcomes	%	81.7 ± 16.8	81.5 ± 16.3	79.8 ± 21.0	85.9 ± 20.5	100	np	86.0 ± 25.6	np	83.8 ± 9.0
Seeking personal development outcomes	%	86.8 ± 6.5	89.6 ± 6.7	87.0 ± 6.3	78.4 ± 11.8	94.2 ± 5.3	90.2 ± 9.4	89.8 ± 13.8	100	87.4 ± 3.4
2010										
Satisfied with the quality of their training	%	88.0 ± 3.8	88.4 ± 4.1	85.2 ± 5.5	84.5 ± 7.3	90.5 ± 7.2	82.4 ± 11.1	81.3 ± 14.7	80.2 ± 19.6	87.1 ± 2.2
Seeking employment related outcomes	%	87.4 ± 4.6	87.2 ± 5.0	83.2 ± 6.5	85.2 ± 8.4	93.2 ± 8.1	81.7 ± 13.3	78.9 ± 17.8	74.8 ± 23.8	86.4 ± 2.6
Seeking further study outcomes	%	92.6 ± 10.8	98.5 ± 3.1	64.8 ± 45.3	81.6 ± 31.9	np	np	np	np	86.6 ± 11.6
Seeking personal development outcomes	%	90.3 ± 9.5	89.5 ± 8.4	98.2 ± 2.5	91.3 ± 9.3	84.2 ± 18.9	83.7 ± 24.9	94.4 ± 11.0	np	91.2 ± 4.8
2009										
Satisfied with the quality of their training	%	88.6 ± 2.7	84.7 ± 3.5	86.1 ± 3.5	84.2 ± 4.3	85.3 ± 4.5	85.2 ± 8.0	77.6 ± 8.8	87.9 ± 12.3	86.2 ± 1.5
Seeking employment related outcomes	%	88.0 ± 3.5	81.7 ± 4.5	82.8 ± 4.7	81.8 ± 5.4	87.8 ± 4.8	82.8 ± 10.2	80.3 ± 8.8	86.5 ± 17.3	84.8 ± 1.9
Seeking further study outcomes	%	87.1 ± 9.3	93.8 ± 8.9	100	88.9 ± 20.5	89.4 ± 19.4	np	np	np	90.2 ± 5.7
Seeking personal development outcomes	%	90.8 ± 5.7	88.9 ± 7.0	94.5 ± 4.8	90.5 ± 7.5	79.3 ± 12.9	92.4 ± 14.5	67.6 ± 21.9	100	89.2 ± 3.3

TABLE 5A.77

Table 5A.77 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Satisfied with the quality of their training	%	86.9 ± 4.2	85.1 ± 6.4	87.4 ± 5.6	70.6 ± 11.5	87.4 ± 9.5	86.6 ± 9.7	78.5 ± 12.1	87.0 ± 11.8	85.0 ± 2.7
Seeking employment related outcomes	%	86.6 ± 5.3	85.5 ± 7.7	86.1 ± 7.3	70.8 ± 14.3	86.2 ± 11.4	87.6 ± 11.9	77.5 ± 18.7	84.8 ± 17.5	84.6 ± 3.4
Seeking further study outcomes	%	86.2 ± 14.5	75.7 ± 34.5	100	np	np	np	np	np	84.3 ± 11.3
Seeking personal development outcomes	%	87.2 ± 9.3	79.1 ± 17.4	90.8 ± 6.1	77.4 ± 20.2	91.6 ± 15.7	86.7 ± 18.3	80.0 ± 16.4	84.1 ± 22.2	85.3 ± 5.7
2007										
Satisfied with the quality of their training	%	88.6 ± 3.0	84.3 ± 4.2	86.1 ± 4.0	84.3 ± 5.1	87.3 ± 5.5	88.6 ± 8.2	74.0 ± 12.3	75.4 ± 14.0	86.4 ± 1.8
Seeking employment related outcomes	%	89.8 ± 3.6	84.0 ± 4.9	86.7 ± 4.7	86.1 ± 5.7	87.7 ± 6.4	85.6 ± 11.1	76.4 ± 13.9	69.8 ± 18.2	87.0 ± 2.1
Seeking further study outcomes	%	78.5 ± 18.1	91.5 ± 10.9	75.5 ± 26.9	86.7 ± 17.7	100	np	np	np	82.7 ± 10.1
Seeking personal development outcomes	%	87.8 ± 6.0	88.3 ± 8.7	87.4 ± 8.0	77.8 ± 14.9	80.2 ± 16.1	92.4 ± 14.1	np	78.6 ± 28.7	85.9 ± 3.9
2006										
Satisfied with the quality of their training	%	87.1 ± 5.7	87.8 ± 4.3	93.3 ± 3.5	88.9 ± 5.0	84.3 ± 9.1	86.4 ± 13.7	80.3 ± 15.2	88.1 ± 11.9	87.9 ± 2.9
Seeking employment related outcomes	%	91.5 ± 6.7	90.0 ± 5.3	91.0 ± 5.2	88.0 ± 6.3	92.2 ± 7.5	84.1 ± 19.0	76.1 ± 21.3	88.0 ± 16.5	90.4 ± 3.3
Seeking further study outcomes	%	48.5 ± 35.6	100	88.0 ± 21.9	83.3 ± 8.9	np	np	np	np	62.7 ± 22.5
Seeking personal development outcomes	%	85.0 ± 10.5	76.0 ± 10.0	97.4 ± 3.4	97.9 ± 4.1	100	100	81.8 ± 31.3	79.9 ± 26.2	86.9 ± 5.4
2005										
Satisfied with the quality of their training	%	80.9 ± 5.2	85.4 ± 3.5	86.0 ± 3.7	82.9 ± 4.1	85.8 ± 4.9	84.6 ± 9.6	87.0 ± 6.9	95.5 ± 6.2	83.3 ± 2.6
Seeking employment related outcomes	%	77.5 ± 7.2	84.7 ± 4.3	85.5 ± 5.0	80.3 ± 5.5	87.2 ± 5.2	85.2 ± 11.1	80.6 ± 10.0	100	81.3 ± 3.6
Seeking further study outcomes	%	86.9 ± 18.9	85.4 ± 21.2	85.7 ± 10.9	84.7 ± 13.2	96.5 ± 7.1	np	np	–	86.6 ± 8.3
Seeking personal development outcomes	%	85.9 ± 6.5	85.5 ± 7.1	91.4 ± 5.8	89.4 ± 6.9	78.7 ± 14.4	78.3 ± 26.8	100	86.2 ± 25.2	86.7 ± 3.7

(a) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.

(b) Students reported as having disability are defined as those who self-identify that they have disability, an impairment or a long-term condition. Disabilities include hearing/deaf, physical, intellectual, learning, mental illness, acquired brain impairment, vision, medical condition and other unspecified disabilities.

(c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

Table 5A.77 **Proportion of graduates reporting disability who were satisfied with the quality of their completed course, by purpose of study (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

na Not available. – Nil or rounded to zero. **np** Not published.

Source: NCVER unpublished, *Student Outcomes Survey*.

TABLE 5A.78

Table 5A.78 **Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013										
Satisfied with the quality of their training	%	89.8 ± 1.5	83.9 ± 3.8	89.8 ± 2.4	92.4 ± 1.6	88.9 ± 3.0	94.5 ± 4.0	90.9 ± 3.3	93.6 ± 3.3	87.9 ± 1.5
Seeking employment related outcomes	%	89.7 ± 1.8	85.9 ± 3.9	89.1 ± 2.9	91.6 ± 2.1	90.0 ± 3.3	93.1 ± 5.0	88.5 ± 4.3	94.0 ± 3.8	88.4 ± 1.6
Seeking further study outcomes	%	89.5 ± 6.3	93.0 ± 4.9	84.0 ± 8.8	94.4 ± 4.5	73.2 ± 19.4	np	87.7 ± 16.9	86.5 ± 19.0	89.2 ± 3.6
Seeking personal development outcomes	%	90.7 ± 3.9	72.6 ± 12.0	94.5 ± 5.2	95.0 ± 2.9	89.6 ± 7.4	100	99.0 ± 1.9	93.6 ± 7.3	84.4 ± 5.3
2012										
Satisfied with the quality of their training	%	91.9 ± 1.9	90.8 ± 3.9	91.7 ± 4.7	92.4 ± 3.2	94.6 ± 3.9	95.2 ± 9.2	79.6 ± 12.9	87.9 ± 7.7	91.5 ± 1.7
Seeking employment related outcomes	%	91.3 ± 2.3	89.7 ± 4.7	92.0 ± 5.3	91.2 ± 4.3	93.3 ± 5.0	100	79.7 ± 13.4	93.4 ± 6.7	90.8 ± 2.0
Seeking further study outcomes	%	90.5 ± 6.4	93.3 ± 9.7	98.3 ± 2.5	90.0 ± 9.7	100	np	np	np	92.9 ± 4.0
Seeking personal development outcomes	%	95.2 ± 3.9	92.5 ± 11.0	86.2 ± 15.1	98.8 ± 1.7	96.1 ± 7.8	np	100	74.4 ± 21.1	93.3 ± 4.4
2011										
Satisfied with the quality of their training	%	90.5 ± 1.4	87.8 ± 1.7	87.7 ± 2.4	90.1 ± 1.8	92.8 ± 2.8	95.7 ± 3.8	91.1 ± 4.4	96.6 ± 2.8	89.7 ± 0.8
Seeking employment related outcomes	%	89.8 ± 1.7	87.3 ± 2.1	86.7 ± 2.9	90.0 ± 2.2	91.7 ± 3.2	95.5 ± 4.5	91.4 ± 4.6	98.9 ± 2.1	89.1 ± 1.0
Seeking further study outcomes	%	97.6 ± 2.0	84.7 ± 6.6	90.9 ± 8.5	93.8 ± 4.4	97.1 ± 5.7	100	92.1 ± 12.6	71.9 ± 32.3	93.5 ± 2.0
Seeking personal development outcomes	%	89.9 ± 4.1	90.8 ± 3.8	90.3 ± 5.6	87.8 ± 4.9	94.4 ± 7.9	94.0 ± 11.4	88.5 ± 14.4	96.1 ± 4.6	90.3 ± 2.2
2010										
Satisfied with the quality of their training	%	90.3 ± 2.1	85.1 ± 3.5	88.0 ± 3.9	87.3 ± 3.9	80.1 ± 7.8	87.6 ± 10.2	87.7 ± 8.9	93.7 ± 4.1	87.8 ± 1.5
Seeking employment related outcomes	%	90.0 ± 2.6	82.8 ± 4.4	86.9 ± 4.9	88.2 ± 4.8	73.7 ± 9.7	82.7 ± 14.6	84.4 ± 11.8	92.8 ± 4.9	86.4 ± 1.9
Seeking further study outcomes	%	96.8 ± 3.0	89.4 ± 7.3	93.3 ± 5.9	83.0 ± 12.4	95.1 ± 10.1	np	100	np	93.2 ± 2.9
Seeking personal development outcomes	%	87.6 ± 6.2	92.6 ± 5.6	91.5 ± 6.3	89.9 ± 7.4	100	93.9 ± 12.1	92.8 ± 10.4	93.4 ± 12.4	90.1 ± 3.5
2009										
Satisfied with the quality of their training	%	90.4 ± 1.4	89.5 ± 1.9	87.8 ± 3.0	91.4 ± 2.3	89.7 ± 4.5	90.4 ± 9.1	87.5 ± 5.3	87.9 ± 6.8	89.9 ± 0.9
Seeking employment related outcomes	%	89.8 ± 1.7	88.7 ± 2.3	86.4 ± 3.8	90.5 ± 3.0	87.6 ± 6.0	93.6 ± 8.8	87.3 ± 6.1	90.1 ± 4.5	89.1 ± 1.2
Seeking further study outcomes	%	92.1 ± 3.7	90.9 ± 6.3	88.0 ± 10.0	94.9 ± 5.2	97.9 ± 4.3	np	100	70.4 ± 44.0	92.1 ± 2.7
Seeking personal development outcomes	%	92.0 ± 3.3	89.8 ± 4.6	91.7 ± 5.5	90.0 ± 5.3	92.3 ± 6.3	np	94.5 ± 8.4	85.3 ± 16.6	91.2 ± 2.1

TABLE 5A.78

Table 5A.78 **Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Satisfied with the quality of their training	%	89.4 ± 2.5	84.5 ± 4.1	84.5 ± 6.2	84.2 ± 6.0	91.4 ± 6.7	96.1 ± 7.5	78.3 ± 10.2	89.7 ± 8.1	87.4 ± 1.8
Seeking employment related outcomes	%	90.0 ± 2.6	81.3 ± 5.5	84.1 ± 8.6	85.0 ± 7.4	92.6 ± 7.4	100	78.6 ± 13.0	98.6 ± 2.8	87.2 ± 2.2
Seeking further study outcomes	%	93.8 ± 8.6	94.3 ± 6.7	87.1 ± 15.3	77.9 ± 19.5	84.9 ± 28.9	np	np	np	90.8 ± 5.7
Seeking personal development outcomes	%	82.9 ± 8.8	88.2 ± 8.9	85.7 ± 11.2	88.2 ± 12.2	80.0 ± 31.4	np	96.3 ± 7.3	80.4 ± 15.9	84.9 ± 5.2
2007										
Satisfied with the quality of their training	%	88.2 ± 1.9	91.6 ± 1.9	88.0 ± 3.5	89.3 ± 2.7	90.6 ± 3.9	90.6 ± 12.6	87.2 ± 6.9	88.4 ± 7.2	89.2 ± 1.2
Seeking employment related outcomes	%	89.7 ± 2.3	91.2 ± 2.3	87.1 ± 4.2	86.6 ± 4.1	88.1 ± 5.2	92.6 ± 13.9	82.7 ± 9.9	94.8 ± 6.0	89.4 ± 1.4
Seeking further study outcomes	%	85.2 ± 6.4	90.6 ± 7.0	85.0 ± 18.0	93.4 ± 6.5	100	np	np	np	87.6 ± 4.3
Seeking personal development outcomes	%	87.1 ± 4.7	89.7 ± 7.2	90.0 ± 8.4	93.3 ± 4.5	94.7 ± 7.9	81.4 ± 31.3	96.0 ± 7.8	77.6 ± 17.9	88.8 ± 3.0
2006										
Satisfied with the quality of their training	%	87.8 ± 3.2	87.0 ± 3.2	90.8 ± 4.1	89.2 ± 4.0	85.1 ± 8.5	95.7 ± 6.2	85.8 ± 4.8	84.3 ± 10.0	87.8 ± 2.0
Seeking employment related outcomes	%	87.2 ± 4.3	87.5 ± 4.4	90.2 ± 4.6	90.7 ± 5.1	84.3 ± 10.7	97.2 ± 5.5	84.2 ± 5.6	78.5 ± 16.2	87.5 ± 2.7
Seeking further study outcomes	%	88.9 ± 8.7	93.2 ± 7.5	94.8 ± 7.3	91.9 ± 7.0	84.9 ± 27.0	np	95.2 ± 9.6	np	90.8 ± 4.8
Seeking personal development outcomes	%	83.1 ± 8.4	80.8 ± 7.8	95.1 ± 7.0	79.5 ± 12.9	81.1 ± 20.7	np	85.0 ± 19.0	88.3 ± 12.9	82.9 ± 5.7
2005										
Satisfied with the quality of their training	%	88.0 ± 2.5	87.7 ± 2.6	86.2 ± 3.9	88.4 ± 2.6	87.1 ± 4.3	88.1 ± 13.2	86.0 ± 6.6	88.8 ± 7.7	87.8 ± 1.6
Seeking employment related outcomes	%	88.5 ± 3.1	87.8 ± 3.4	86.8 ± 4.6	88.2 ± 3.8	89.6 ± 4.6	83.8 ± 17.4	82.7 ± 9.1	86.5 ± 11.2	88.2 ± 2.0
Seeking further study outcomes	%	92.3 ± 5.7	89.0 ± 7.7	88.4 ± 12.9	89.5 ± 5.9	88.4 ± 15.9	np	90.9 ± 17.5	np	90.9 ± 3.8
Seeking personal development outcomes	%	82.6 ± 7.3	88.2 ± 5.4	83.2 ± 9.7	87.0 ± 5.8	78.0 ± 13.3	np	86.8 ± 14.6	96.5 ± 6.8	84.0 ± 4.6

(a) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(b) In 2012, improvements were made to the classification of 'graduates' and 'module completers' (see 'An analysis of self-reported graduates', <http://www.ncver.edu.au/publications/2501.html>). Results for the 2012 survey onward are obtained using this improved methodology, which has also been applied to data from previous years to maintain the time-series. The term 'graduate' now refers to students who either a) completed all the requirements for a qualification or b) self-reported as completing a qualification and were determined as eligible for that qualification (via logistic model).

np Not published.

TABLE 5A.78

Table 5A.78 **Proportion of graduates speaking a language other than English at home who were satisfied with the quality of their completed course, by purpose of study (a), (b)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: NCVET unpublished, *Student Outcomes Survey*.

TABLE 5A.79

Table 5A.79 **Number of VET qualifications completed, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Reported as Aboriginal and Torres Strait Islander	no.	6 105.0	1 857.0	5 591.0	2 669.0	1 764.0	549.0	296.0	1 691.0	20 522.0
Reported as non-Indigenous	no.	141 313.0	206 014.0	82 397.0	40 761.0	41 048.0	10 820.0	9 655.0	3 919.0	535 927.0
Not reported	no.	2 778.0	3 885.0	13 158.0	8 555.0	1 128.0	135.0	1 605.0	62.0	31 306.0
All students	no.	150 196.0	211 756.0	101 146.0	51 985.0	43 940.0	11 504.0	11 556.0	5 672.0	587 755.0
Change for all students between 2011 and 2012	%	8.2	32.6	- 6.8	-	22.9	6.0	14.7	- 3.1	12.7
2011										
Reported as Aboriginal and Torres Strait Islander	no.	5 343	1 615	5 590	2 568	1 469	431	246	1 688	18 950
Reported as non-Indigenous	no.	125 542	152 869	84 067	40 491	32 896	10 224	7 266	4 103	457 458
Not reported	no.	7 934	5 240	18 831	8 941	1 375	199	2 566	61	45 147
All students	no.	138 819	159 724	108 488	52 000	35 740	10 854	10 078	5 852	521 555
Change for all students between 2010 and 2011	%	6.1	35.6	15.9	0.7	40.6	6.5	9.0	20.6	17.6
2010										
Reported as Aboriginal and Torres Strait Islander	no.	4 592	963	4 706	2 122	1 137	377	235	1 481	15 613
Reported as non-Indigenous	no.	119 112	113 707	71 003	40 343	21 797	9 523	6 222	3 323	385 030
Not reported	no.	7 124	3 159	17 861	9 195	2 487	293	2 791	50	42 960
All students	no.	130 828	117 829	93 570	51 660	25 421	10 193	9 248	4 854	443 603
Change for all students between 2009 and 2010	%	8.0	22.5	18.2	19.5	- 18.5	5.5	- 1.5	21.1	12.6
2009										
Reported as Aboriginal and Torres Strait Islander	no.	3 991	887	3 501	1 909	835	349	225	1 089	12 786
Reported as non-Indigenous	no.	110 010	90 197	61 828	33 097	27 003	8 989	7 554	2 860	341 538
Not reported	no.	7 141	5 079	13 815	8 209	3 344	324	1 607	58	39 577
All students	no.	121 142	96 163	79 144	43 215	31 182	9 662	9 386	4 007	393 901
Change for all students between 2008 and 2009	%	9.8	11.3	16.2	14.3	10.8	- 6.3	32.6	18.7	12.0

TABLE 5A.79

Table 5A.79 **Number of VET qualifications completed, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (f)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Reported as Aboriginal and Torres Strait Islander	no.	3 593	821	2 725	1 617	777	335	124	811	10 803
Reported as non-Indigenous	no.	100 542	78 758	54 447	28 983	25 663	9 798	6 076	2 532	306 799
Not reported	no.	6 183	6 795	10 958	7 224	1 701	183	881	32	33 957
All students	no.	110 318	86 374	68 130	37 824	28 141	10 316	7 081	3 375	351 559

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.
- (d) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (e) In 2009 NCVER changed the reporting scope for qualifications completed and backdated it to all previous years. Consequently, data in this publication may not match previously published data. This affects all previous years.
- (f) South Australia has changed the way qualifications completed are reported, with TAFE SA moving from 'date issued' to 'date of application' to indicate the year of completion. This provides more timely reporting and allows for a more effective representation of AVETMISS compliance. This change has caused a discontinuity in the qualification completed time series data for 2010. This reporting change was fully implemented for data reported for 2011 qualifications completed.

– Nil or rounded to zero.

Source: NCVER unpublished, National VET provider collection.

TABLE 5A.80

Table 5A.80 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d), (e), (f)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Major cities	94.0	142.5	55.5	35.0	29.8	0.1	9.3	0.1	366.3
Inner regional	35.9	50.2	22.4	5.0	5.3	7.2	0.9	0.1	126.8
Outer regional	11.9	12.1	14.8	5.1	5.6	3.7	0.2	3.1	56.4
Remote and very remote	1.8	0.5	4.4	3.9	1.6	0.4	–	2.2	14.8
All students	150.2	211.8	101.1	52.0	43.9	11.5	11.6	5.7	587.8
2011									
Major cities	87.5	103.8	59.2	35.2	22.4	0.1	8.1	0.1	316.3
Inner regional	31.9	37.6	24.3	5.0	4.0	6.8	0.7	–	110.3
Outer regional	10.2	10.0	15.9	4.8	4.6	3.3	0.1	3.1	52.2
Remote and very remote	1.2	0.4	5.0	3.8	1.4	0.4	–	2.4	14.7
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
2010									
Major cities	77.1	74.1	45.5	29.7	15.3	0.3	7.1	0.1	249.0
Inner regional	28.9	28.4	21.0	9.5	3.2	5.1	1.1	–	97.4
Outer regional	15.9	6.5	17.2	4.6	4.1	4.1	0.1	2.6	55.1
Remote and very remote	1.6	0.4	4.9	4.1	1.4	0.4	–	2.0	14.8
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
2009									
Major cities	71.8	57.8	38.0	24.4	20.0	0.6	7.1	0.1	219.8
Inner regional	27.3	24.7	16.8	8.3	4.4	4.7	1.4	–	87.6
Outer regional	14.7	6.2	15.3	4.0	4.1	3.7	0.2	2.2	50.2
Remote and very remote	1.7	0.3	4.1	3.1	1.2	0.3	–	1.6	12.5
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9

TABLE 5A.80

Table 5A.80 Number of VET qualifications completed by students, by region ('000) (a), (b), (c), (d), (e), (f)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008									
Major cities	66.1	50.2	33.4	21.3	17.7	0.2	5.3	0.1	194.2
Inner regional	24.0	23.6	14.4	7.2	3.8	5.2	1.1	–	79.3
Outer regional	14.3	5.5	13.3	3.7	3.5	4.3	0.1	1.8	46.5
Remote and very remote	1.7	0.2	4.5	3.0	1.3	0.4	–	1.4	12.6
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (c) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.
- (d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.
- (e) Additional information is provided in footnotes for table 5A.79.
- (f) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.
– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.81

Table 5A.81 **Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Reported as having disability	10.7	12.3	5.0	2.3	3.2	1.1	0.7	0.3	35.6
Reported as not having disability	136.3	199.4	59.8	41.0	40.8	10.2	9.5	4.8	501.8
Not reported (disability)	3.2	0.1	36.3	8.7	–	0.2	1.3	0.6	50.3
All students	150.2	211.8	101.1	52.0	43.9	11.5	11.6	5.7	587.8
2011									
Reported as having disability	8.8	8.9	5.6	2.2	1.9	1.0	0.6	0.3	29.2
Reported as not having disability	122.0	144.4	64.3	40.8	33.9	9.4	9.1	5.4	429.3
Not reported (disability)	8.0	6.5	38.6	9.1	–	0.4	0.3	0.2	63.1
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
2010									
Reported as having disability	7.9	5.9	4.5	2.0	1.1	0.9	0.7	0.2	23.3
Reported as not having disability	115.9	104.8	55.8	40.4	23.9	8.5	8.3	4.3	361.8
Not reported (disability)	7.0	7.1	33.3	9.2	0.3	0.9	0.3	0.4	58.6
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
2009									
Reported as having disability	6.7	4.7	3.6	1.8	1.6	0.7	0.7	0.2	19.9
Reported as not having disability	107.7	85.3	54.5	33.5	28.2	8.0	8.1	3.7	328.9
Not reported (disability)	6.8	6.2	21.1	7.9	1.4	1.0	0.6	0.1	45.1
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
2008									
Reported as having disability	6.2	4.2	2.4	1.5	1.7	0.7	0.5	0.2	17.4
Reported as not having disability	97.9	78.0	48.1	28.9	24.5	9.1	6.2	3.1	295.7
Not reported (disability)	6.2	4.2	17.6	7.4	1.9	0.5	0.4	0.1	38.5
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6

Table 5A.81 **Number of VET qualifications completed by students, by disability status ('000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.									
(b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.									
(c) People with disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2008 – 12.6%; 2009 – 12.8%; 2010 – 13.4%; 2011 – 13.1%; 2012 - 10.5%.									
(d) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.									
(e) Additional information is provided in footnotes for table 5A.79. – Nil or rounded to zero.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.82

Table 5A.82 Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b), (c), (d), (e)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012									
Language other than English	36.2	41.4	7.9	8.3	4.9	0.7	1.8	1.1	102.3
English	107.1	163.1	85.7	34.2	33.4	10.7	8.1	4.1	446.4
Not reported (language)	7.0	7.2	7.6	9.4	5.6	0.2	1.7	0.4	39.0
All students	150.2	211.8	101.1	52.0	43.9	11.5	11.6	5.7	587.8
2011									
Language other than English	31.0	30.6	7.9	8.2	4.9	0.7	1.2	1.3	85.8
English	97.0	124.0	89.9	34.8	28.3	10.0	7.3	4.3	395.5
Not reported (language)	10.8	5.2	10.7	9.0	2.6	0.2	1.6	0.2	40.3
All students	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
2010									
Language other than English	30.3	25.7	8.5	7.8	3.3	0.6	0.8	1.2	78.3
English	88.9	87.8	77.7	34.7	20.7	9.3	7.5	3.5	330.0
Not reported (language)	11.7	4.3	7.4	9.1	1.5	0.3	1.0	0.2	35.4
All students	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
2009									
Language other than English	27.7	19.6	7.9	6.4	3.8	0.6	0.9	0.8	67.8
English	79.1	71.7	68.0	29.3	23.7	8.9	8.0	3.0	291.8
Not reported (language)	14.3	4.8	3.2	7.5	3.7	0.2	0.5	0.1	34.3
All students	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
2008									
Language other than English	24.4	17.5	5.4	6.7	3.4	0.5	0.6	0.7	59.3
English	71.9	65.1	60.6	24.3	22.2	9.6	6.0	2.6	262.3
Not reported (language)	14.0	3.8	2.1	6.8	2.6	0.2	0.5	0.1	30.0
All students	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6

Table 5A.82 **Number of VET qualifications completed by students, by language spoken at home ('000) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.									
(b) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.									
(c) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7% 2013 – 6.6%.									
(d) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.									
(e) Additional information is provided in footnotes for table 5A.79.									
<i>Source:</i> NCVET unpublished, National VET provider collection.									

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
Number of VET qualifications completed										
Diploma and above	'000	23.5	34.5	14.8	6.9	7.1	1.3	2.3	0.3	90.7
Certificate III or IV	'000	93.3	136.5	62.3	29.9	24.9	6.9	7.5	3.0	364.2
Certificate I or II or lower	'000	33.4	40.8	24.1	15.2	11.9	3.3	1.8	2.3	132.8
All qualifications	'000	150.2	211.8	101.1	52.0	43.9	11.5	11.6	5.7	587.8
Proportion of qualifications completed										
Diploma and above	%	15.6	16.3	14.6	13.3	16.3	11.7	19.5	5.5	15.4
Certificate III or IV	%	62.1	64.4	61.6	57.5	56.7	59.6	64.5	53.4	62.0
Certificate I or II or lower	%	22.3	19.3	23.8	29.2	27.0	28.7	15.9	41.1	22.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Number of VET qualifications completed										
Diploma and above	'000	25.7	28.4	14.5	7.1	6.1	1.1	2.3	0.3	85.6
Certificate III or IV	'000	86.2	95.8	63.6	29.7	21.5	6.6	6.0	3.1	312.5
Certificate I or II or lower	'000	26.9	35.5	30.4	15.1	8.1	3.2	1.8	2.5	123.4
All qualifications	'000	138.8	159.7	108.5	52.0	35.7	10.9	10.1	5.9	521.6
Proportion of qualifications completed										
Diploma and above	%	18.5	17.8	13.4	13.7	17.1	10.2	22.8	4.8	16.4
Certificate III or IV	%	62.1	59.9	58.6	57.2	60.2	60.6	59.1	53.3	59.9
Certificate I or II or lower	%	19.4	22.2	28.0	29.1	22.6	29.2	18.1	41.9	23.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010										
Number of VET qualifications completed										
Diploma and above	'000	20.7	23.3	11.3	6.3	2.7	1.0	1.9	0.2	67.5
Certificate III or IV	'000	82.5	67.6	54.1	29.9	15.0	6.2	5.7	2.5	263.4
Certificate I or II or lower	'000	27.7	26.9	28.2	15.5	7.7	3.0	1.6	2.1	112.7
All qualifications	'000	130.8	117.8	93.6	51.7	25.4	10.2	9.2	4.9	443.6
Proportion of qualifications completed										
Diploma and above	%	15.8	19.8	12.1	12.2	10.6	9.9	20.8	4.8	15.2
Certificate III or IV	%	63.0	57.4	57.8	57.8	58.9	60.5	61.7	51.7	59.4
Certificate I or II or lower	%	21.1	22.8	30.1	30.0	30.5	29.6	17.5	43.5	25.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Number of VET qualifications completed										
Diploma and above	'000	16.0	17.2	9.6	4.9	4.4	1.1	1.7	0.2	55.1
Certificate III or IV	'000	77.4	56.4	45.5	25.1	17.6	5.8	5.9	2.0	235.6
Certificate I or II or lower	'000	27.8	22.6	24.0	13.2	9.2	2.8	1.8	1.8	103.2
All qualifications	'000	121.1	96.2	79.1	43.2	31.2	9.7	9.4	4.0	393.9
Proportion of qualifications completed										
Diploma and above	%	13.2	17.9	12.2	11.2	14.3	11.5	17.9	4.7	14.0
Certificate III or IV	%	63.9	58.6	57.5	58.1	56.4	59.7	62.8	50.9	59.8
Certificate I or II or lower	%	22.9	23.5	30.4	30.6	29.4	28.8	19.3	44.3	26.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Number of VET qualifications completed										
Diploma and above	'000	13.7	14.8	8.8	4.0	4.8	1.3	1.4	0.2	49.0
Certificate III or IV	'000	68.8	48.8	41.0	21.0	14.2	6.3	4.1	1.6	205.8
Certificate I or II or lower	'000	27.8	22.8	18.3	12.8	9.2	2.7	1.6	1.6	96.8
All qualifications	'000	110.3	86.4	68.1	37.8	28.1	10.3	7.1	3.4	351.6
Proportion of qualifications completed										
Diploma and above	%	12.4	17.1	13.0	10.6	17.0	12.8	19.4	4.7	13.9
Certificate III or IV	%	62.4	56.6	60.2	55.5	50.4	60.8	58.0	48.3	58.6
Certificate I or II or lower	%	25.2	26.3	26.8	33.9	32.6	26.4	22.6	47.0	27.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007										
Number of VET qualifications completed										
Diploma and above	'000	13.8	14.6	7.9	3.8	4.4	1.0	1.5	0.1	47.0
Certificate III or IV	'000	60.8	50.4	31.0	17.5	12.1	4.7	4.3	1.2	182.1
Certificate I or II or lower	'000	29.9	21.9	14.4	11.3	7.3	2.7	2.2	1.7	91.4
All qualifications	'000	104.5	86.9	53.3	32.6	23.8	8.4	8.0	3.1	320.5
Proportion of qualifications completed										
Diploma and above	%	13.2	16.8	14.7	11.7	18.5	11.4	18.4	4.0	14.7
Certificate III or IV	%	58.2	58.0	58.2	53.7	50.9	56.8	54.3	39.7	56.8
Certificate I or II or lower	%	28.7	25.2	27.1	34.6	30.5	31.8	27.3	56.3	28.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006										
Number of VET qualifications completed										
Diploma and above	'000	13.5	12.5	7.4	3.5	3.7	1.0	1.4	0.1	43.1
Certificate III or IV	'000	54.0	42.5	27.1	16.6	12.9	4.5	3.6	1.1	162.3
Certificate I or II or lower	'000	29.9	19.7	15.2	11.2	6.8	2.7	1.4	1.1	87.9
All qualifications	'000	97.4	74.7	49.6	31.3	23.3	8.2	6.4	2.3	293.3
Proportion of qualifications completed										
Diploma and above	%	13.9	16.7	14.8	11.3	15.8	12.3	21.6	5.4	14.7
Certificate III or IV	%	55.4	56.9	54.6	53.0	55.2	55.0	56.7	45.9	55.3
Certificate I or II or lower	%	30.7	26.4	30.6	35.7	29.0	32.7	21.7	48.7	30.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2005										
Number of VET qualifications completed										
Diploma and above	'000	13.0	13.6	6.5	3.4	3.6	0.7	1.6	0.1	42.4
Certificate III or IV	'000	64.8	43.8	25.3	14.7	12.5	4.0	3.7	1.1	170.0
Certificate I or II or lower	'000	32.8	19.1	12.4	9.5	7.1	2.7	1.5	1.2	86.5
All qualifications	'000	110.6	76.5	44.2	27.6	23.2	7.4	6.8	2.4	298.8
Proportion of qualifications completed										
Diploma and above	%	11.7	17.8	14.7	12.2	15.3	9.3	23.6	4.4	14.2
Certificate III or IV	%	58.6	57.2	57.2	53.4	53.9	53.7	53.7	45.6	56.9
Certificate I or II or lower	%	29.6	25.0	28.1	34.3	30.8	37.0	22.7	50.0	28.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 5A.83

Table 5A.83 VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004										
Number of VET qualifications completed										
Diploma and above	'000	12.2	12.2	5.0	3.8	2.6	0.6	1.3	0.2	37.9
Certificate III or IV	'000	59.5	39.5	20.7	15.4	10.2	3.9	3.2	1.1	153.4
Certificate I or II or lower	'000	32.2	18.7	9.9	8.5	6.5	2.1	1.6	1.0	80.3
All qualifications	'000	103.9	70.4	35.6	27.7	19.2	6.5	6.1	2.3	271.6
Proportion of qualifications completed										
Diploma and above	%	11.8	17.4	14.1	13.7	13.4	8.7	21.4	7.8	13.9
Certificate III or IV	%	57.3	56.1	58.1	55.6	52.8	59.6	53.0	48.8	56.5
Certificate I or II or lower	%	31.0	26.5	27.8	30.6	33.8	31.7	25.6	43.4	29.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2003										
Number of VET qualifications completed										
Diploma and above	'000	12.6	12.4	4.6	4.2	3.0	0.8	1.4	0.1	39.1
Certificate III or IV	'000	57.5	40.1	18.8	13.7	13.0	4.6	2.8	1.2	151.6
Certificate I or II or lower	'000	35.1	21.0	10.5	8.0	6.8	2.8	1.2	1.1	86.4
All qualifications	'000	105.2	73.5	33.9	25.8	22.7	8.2	5.4	2.3	277.1
Proportion of qualifications completed										
Diploma and above	%	12.0	16.9	13.7	16.2	13.2	9.6	26.2	4.7	14.1
Certificate III or IV	%	54.7	54.6	55.3	53.0	57.0	55.8	51.4	49.8	54.7
Certificate I or II or lower	%	33.3	28.5	31.0	30.8	29.8	34.7	22.4	45.5	31.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.

(b) 'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.

(c) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.

Table 5A.83 **VET qualifications completed by students, by course level (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	Additional information is provided in footnotes for table 5A.79.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2012										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	6.6	11.4	4.2	2.0	2.3	0.2	0.6	–	27.4
Certificate III or IV	'000	32.3	46.5	17.7	10.2	7.0	2.5	2.4	0.8	119.4
Certificate I or II or lower	'000	9.0	14.8	6.8	3.1	4.2	1.0	0.4	0.4	39.9
All qualifications	'000	47.9	72.7	28.8	15.4	13.5	3.7	3.5	1.2	186.6
All graduates aged 20 - 64										
Diploma and above	'000	21.5	31.7	12.8	6.2	6.8	1.3	2.2	0.3	82.8
Certificate III or IV	'000	77.8	108.9	48.2	23.6	22.0	5.8	6.5	2.7	295.5
Certificate I or II or lower	'000	21.5	21.5	11.3	6.5	7.1	1.7	1.5	1.2	72.3
All qualifications	'000	120.8	162.1	72.3	36.2	35.9	8.8	10.1	4.2	450.5
All graduates aged 15 - 64										
Diploma and above	'000	23.4	34.3	14.5	6.9	7.1	1.3	2.2	0.3	90.0
Certificate III or IV	'000	92.5	135.5	61.5	29.7	24.7	6.8	7.4	3.0	361.2
Certificate I or II or lower	'000	32.4	40.0	23.8	14.7	11.8	3.3	1.8	2.2	129.9
All qualifications	'000	148.2	209.8	99.8	51.3	43.6	11.4	11.4	5.5	581.1
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	13.8	15.7	14.6	13.2	17.0	5.8	16.5	1.4	14.7
Certificate III and above	%	81.1	79.7	76.2	79.7	69.2	72.2	87.2	63.7	78.6

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All graduates aged 20 - 64										
Diploma and above	%	17.8	19.5	17.7	17.0	19.1	14.7	21.6	7.3	18.4
Certificate III and above	%	82.2	86.7	84.4	82.1	80.3	80.8	85.3	71.8	84.0
All graduates aged 15 - 64										
Diploma and above	%	15.8	16.4	14.5	13.4	16.3	11.6	19.6	5.6	15.5
Certificate III and above	%	78.2	80.9	76.2	71.4	73.0	71.3	84.1	60.0	77.6
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	'000	0.1	–	0.1	–	–	–	–	–	0.3
Certificate III or IV	'000	1.2	0.4	0.8	0.3	0.2	0.1	0.1	0.1	3.2
Certificate I or II or lower	'000	0.8	0.3	0.7	0.4	0.3	0.1	–	0.2	2.9
All qualifications	'000	2.1	0.7	1.6	0.8	0.5	0.2	0.1	0.4	6.3
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.5	0.2	0.4	0.1	0.1	–	–	–	1.3
Certificate III or IV	'000	2.4	0.8	2.2	0.8	0.8	0.2	0.1	0.4	7.8
Certificate I or II or lower	'000	1.4	0.4	1.0	0.9	0.6	0.1	0.1	0.8	5.3
All qualifications	'000	4.3	1.3	3.6	1.8	1.4	0.3	0.2	1.3	14.3
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.5	0.2	0.4	0.1	0.1	–	–	–	1.4
Certificate III or IV	'000	3.1	1.0	2.8	1.0	0.9	0.3	0.2	0.5	9.7
Certificate I or II or lower	'000	2.4	0.7	2.3	1.6	0.8	0.3	0.1	1.1	9.2
All qualifications	'000	6.0	1.8	5.5	2.6	1.7	0.5	0.3	1.6	20.2

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	5.4	5.4	4.6	2.0	2.5	1.9	6.5	0.3	4.1
Certificate III and above	%	63.2	60.6	53.9	46.3	36.9	56.3	71.0	36.7	54.8
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	12.2	11.3	10.9	2.9	4.8	9.0	12.3	3.3	9.0
Certificate III and above	%	68.5	69.7	71.6	49.1	58.9	66.3	66.0	38.5	63.3
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	9.1	8.4	7.7	2.2	4.2	5.7	8.5	2.6	6.7
Certificate III and above	%	60.2	61.9	59.2	39.5	53.0	53.9	68.5	33.5	54.5
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.4	11.3	3.2	1.8	2.3	0.2	0.5	–	25.7
Certificate III or IV	'000	30.9	44.8	15.1	9.2	6.8	2.4	1.9	0.6	111.6
Certificate I or II or lower	'000	8.2	14.3	4.9	2.3	3.7	0.9	0.3	0.2	34.9
All qualifications	'000	45.4	70.5	23.2	13.3	12.8	3.5	2.7	0.8	172.2
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	20.4	31.1	10.5	4.8	6.6	1.2	2.0	0.3	76.9
Certificate III or IV	'000	74.0	105.8	41.1	19.2	20.6	5.5	5.5	2.2	273.9
Certificate I or II or lower	'000	19.9	20.8	8.2	4.6	6.3	1.6	1.2	0.4	62.9
All qualifications	'000	114.2	157.7	59.7	28.6	33.5	8.3	8.8	2.9	413.7

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	22.1	33.8	11.6	5.5	6.8	1.3	2.0	0.3	83.5
Certificate III or IV	'000	88.0	131.6	52.2	24.8	23.2	6.5	6.1	2.5	334.9
Certificate I or II or lower	'000	29.6	38.8	17.8	10.3	10.7	3.0	1.4	1.1	112.6
All qualifications	'000	139.7	204.1	81.6	40.6	40.8	10.8	9.6	3.8	530.9
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	14.1	16.0	13.6	13.7	17.8	6.0	18.3	1.9	14.9
Certificate III and above	%	82.0	79.7	78.7	83.0	70.7	73.2	87.8	75.9	79.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	17.8	19.8	17.6	16.9	19.6	14.9	22.6	8.9	18.6
Certificate III and above	%	82.6	86.8	86.4	84.0	81.2	81.3	85.9	85.9	84.8
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	15.9	16.5	14.3	13.7	16.8	11.9	21.1	6.8	15.7
Certificate III and above	%	78.8	81.0	78.2	74.7	73.8	72.2	85.1	71.0	78.8
2011										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	7.7	10.2	3.8	2.3	1.5	0.2	0.7	–	26.5
Certificate III or IV	'000	30.6	33.8	19.5	10.4	6.8	2.6	2.2	0.8	106.6
Certificate I or II or lower	'000	7.4	12.5	9.2	3.1	3.0	1.0	0.5	0.5	37.1
All qualifications	'000	45.7	56.4	32.5	15.8	11.3	3.8	3.4	1.3	170.2

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All graduates aged 20 - 64										
Diploma and above	'000	23.7	26.6	12.7	6.4	5.9	1.1	2.2	0.3	78.8
Certificate III or IV	'000	72.0	78.2	51.1	23.7	19.0	5.6	5.2	2.8	257.6
Certificate I or II or lower	'000	17.8	18.0	17.2	5.9	4.7	1.7	1.3	1.2	67.8
All qualifications	'000	113.4	122.8	81.0	36.0	29.7	8.3	8.7	4.3	404.2
All graduates aged 15 - 64										
Diploma and above	'000	25.5	28.3	14.1	7.1	6.1	1.1	2.3	0.3	84.8
Certificate III or IV	'000	85.6	95.1	62.6	29.6	21.4	6.5	5.9	3.1	309.9
Certificate I or II or lower	'000	26.4	35.1	29.8	14.0	8.0	3.2	1.8	2.3	120.6
All qualifications	'000	137.6	158.6	106.4	50.8	35.4	10.8	10.0	5.7	515.3
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	16.8	18.0	11.8	14.6	13.6	5.8	20.8	2.0	15.6
Certificate III and above	%	83.9	77.9	71.8	80.2	73.4	73.7	84.9	61.7	78.2
All graduates aged 20 - 64										
Diploma and above	%	20.9	21.6	15.7	17.7	20.0	12.8	25.3	6.4	19.5
Certificate III and above	%	84.3	85.3	78.8	83.7	84.1	79.9	84.6	71.5	83.2
All graduates aged 15 - 64										
Diploma and above	%	18.6	17.8	13.3	14.0	17.2	10.2	22.9	4.9	16.5
Certificate III and above	%	80.8	77.9	72.0	72.3	77.5	70.7	82.2	59.0	76.6
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	'000	0.1	–	0.1	–	–	–	–	–	0.2
Certificate III or IV	'000	1.1	0.3	0.8	0.3	0.2	0.1	0.1	0.1	2.9
Certificate I or II or lower	'000	0.7	0.3	0.9	0.4	0.3	0.1	–	0.3	2.8

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All qualifications	'000	1.8	0.6	1.8	0.7	0.4	0.2	0.1	0.4	6.0
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.4	0.1	0.3	0.1	0.1	–	0.1	–	1.2
Certificate III or IV	'000	2.3	0.6	2.2	0.7	0.6	0.2	0.1	0.4	7.0
Certificate I or II or lower	'000	1.1	0.4	1.5	0.8	0.4	0.1	–	0.8	5.2
All qualifications	'000	3.8	1.2	4.0	1.5	1.2	0.3	0.2	1.2	13.4
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.4	0.2	0.3	0.1	0.1	–	0.1	–	1.2
Certificate III or IV	'000	2.8	0.7	2.7	0.8	0.7	0.2	0.1	0.5	8.5
Certificate I or II or lower	'000	2.0	0.7	2.5	1.5	0.6	0.2	0.1	1.1	8.8
All qualifications	'000	5.3	1.6	5.5	2.4	1.4	0.4	0.2	1.6	18.6
Proportion of qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	4.4	6.3	2.9	2.0	2.5	1.1	19.8	–	3.7
Certificate III and above	%	62.7	58.9	50.8	42.9	42.4	60.9	74.5	27.1	53.1
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	11.0	12.4	8.2	4.3	6.7	8.5	29.0	3.6	8.7
Certificate III and above	%	70.1	62.5	63.1	48.3	61.8	69.4	73.1	38.2	61.2
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	8.4	9.7	6.2	3.0	5.5	6.1	23.6	2.8	6.6
Certificate III and above	%	61.3	55.4	54.6	36.4	56.5	57.3	67.9	31.2	52.5

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.3	10.0	2.5	2.1	1.5	0.2	0.6	–	23.2
Certificate III or IV	'000	28.3	32.7	16.3	9.2	6.4	2.4	1.5	0.7	97.4
Certificate I or II or lower	'000	6.5	11.7	6.5	2.3	2.7	0.9	0.3	0.2	31.2
All qualifications	'000	41.0	54.4	25.3	13.6	10.5	3.6	2.4	0.9	151.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	20.3	25.7	9.8	5.2	5.7	1.0	1.8	0.2	69.6
Certificate III or IV	'000	66.0	75.0	42.9	18.9	17.6	5.3	3.8	2.4	231.8
Certificate I or II or lower	'000	16.2	16.6	12.0	4.2	4.0	1.6	0.9	0.5	56.1
All qualifications	'000	102.5	117.3	64.8	28.2	27.3	7.9	6.6	3.0	357.5
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	22.0	27.4	10.7	5.8	5.8	1.1	1.8	0.2	74.9
Certificate III or IV	'000	78.8	91.3	51.5	24.2	19.8	6.2	4.2	2.6	278.5
Certificate I or II or lower	'000	23.8	33.0	20.7	10.1	7.1	2.9	1.2	1.2	99.9
All qualifications	'000	124.6	151.7	82.8	40.1	32.6	10.2	7.2	4.0	453.2
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.3	18.4	9.9	15.4	14.3	6.1	23.7	2.6	15.3
Certificate III and above	%	84.2	78.4	74.2	83.1	74.7	74.5	85.6	75.6	79.5
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	19.8	21.9	15.2	18.3	20.7	13.1	27.0	7.5	19.5
Certificate III and above	%	84.2	85.8	81.4	85.2	85.2	80.2	85.7	84.9	84.3

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	17.7	18.1	12.9	14.6	17.8	10.5	25.4	5.7	16.5
Certificate III and above	%	80.9	78.3	75.0	74.9	78.4	71.3	83.8	70.2	78.0
2010										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	7.3	8.8	3.7	2.2	0.5	0.2	0.5	–	23.2
Certificate III or IV	'000	30.4	25.8	18.5	11.4	4.3	2.4	1.8	0.7	95.4
Certificate I or II or lower	'000	7.5	10.0	8.2	3.1	2.9	1.0	0.4	0.4	33.5
All qualifications	'000	45.2	44.7	30.4	16.7	7.6	3.6	2.8	1.1	152.0
All graduates aged 20 - 64										
Diploma and above	'000	18.7	21.7	9.5	5.5	2.6	1.0	1.8	0.2	61.1
Certificate III or IV	'000	68.3	56.4	42.8	23.7	13.3	5.1	4.8	2.3	216.6
Certificate I or II or lower	'000	18.3	13.6	15.2	6.2	5.1	1.6	1.0	1.1	62.1
All qualifications	'000	105.3	91.7	67.5	35.3	21.0	7.6	7.6	3.6	339.8
All graduates aged 15 - 64										
Diploma and above	'000	20.6	23.2	11.0	6.3	2.7	1.0	1.9	0.2	67.0
Certificate III or IV	'000	81.9	67.3	53.3	29.8	14.9	6.1	5.6	2.5	261.4
Certificate I or II or lower	'000	27.1	26.6	27.7	14.1	7.7	3.0	1.6	2.0	109.7
All qualifications	'000	129.6	117.1	92.0	50.2	25.2	10.1	9.0	4.7	438.1
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	16.1	19.7	12.1	13.1	6.0	5.0	19.6	2.0	15.2
Certificate III and above	%	83.5	77.5	72.9	81.7	62.0	73.0	85.5	63.4	78.0

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All graduates aged 20 - 64										
Diploma and above	%	17.8	23.6	14.1	15.5	12.4	12.7	24.1	6.4	18.0
Certificate III and above	%	82.6	85.1	77.5	82.5	75.5	79.7	86.7	68.7	81.7
All graduates aged 15 - 64										
Diploma and above	%	15.9	19.8	12.0	12.5	10.6	9.9	21.0	5.0	15.3
Certificate III and above	%	79.1	77.3	69.9	71.8	69.6	70.5	82.7	57.8	75.0
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	'000	0.1	–	–	–	–	–	–	–	0.2
Certificate III or IV	'000	0.9	0.2	0.6	0.2	0.1	0.1	–	0.1	2.3
Certificate I or II or lower	'000	0.6	0.2	0.7	0.3	0.2	0.1	–	0.2	2.3
All qualifications	'000	1.5	0.4	1.4	0.6	0.3	0.2	0.1	0.3	4.7
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.3	0.1	0.2	–	–	–	–	–	0.8
Certificate III or IV	'000	1.9	0.4	1.8	0.5	0.4	0.1	0.1	0.3	5.6
Certificate I or II or lower	'000	1.1	0.2	1.2	0.7	0.5	0.1	–	0.8	4.5
All qualifications	'000	3.3	0.7	3.3	1.2	0.9	0.2	0.2	1.1	10.9
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.4	0.1	0.3	–	–	–	–	–	0.8
Certificate III or IV	'000	2.3	0.5	2.2	0.6	0.5	0.2	0.1	0.4	6.7
Certificate I or II or lower	'000	1.8	0.4	2.2	1.4	0.6	0.2	0.1	1.0	7.7
All qualifications	'000	4.5	1.0	4.6	2.0	1.1	0.4	0.2	1.4	15.3

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	5.1	4.1	3.6	2.6	0.3	1.3	6.9	–	3.5
Certificate III and above	%	62.0	60.7	49.7	42.7	31.1	63.5	72.2	26.9	51.7
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	10.0	10.7	7.4	3.3	2.4	8.8	13.9	1.5	7.0
Certificate III and above	%	67.4	69.1	63.8	41.5	46.7	71.4	77.5	30.6	58.2
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	7.8	8.1	5.6	2.2	2.1	5.3	10.4	1.2	5.3
Certificate III and above	%	59.4	60.3	53.3	30.8	42.6	55.2	62.8	26.8	49.6
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.1	8.7	2.3	1.9	0.4	0.2	0.5	–	20.2
Certificate III or IV	'000	28.3	24.8	14.9	10.1	3.5	2.3	1.2	0.6	85.8
Certificate I or II or lower	'000	6.7	9.6	5.8	2.3	2.4	0.9	0.3	0.2	28.1
All qualifications	'000	41.1	43.1	23.0	14.3	6.4	3.3	1.9	0.8	134.0
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	16.1	21.2	7.1	4.3	2.5	0.9	1.5	0.2	53.9
Certificate III or IV	'000	62.8	54.2	34.1	19.4	11.5	4.8	3.2	1.9	192.0
Certificate I or II or lower	'000	16.8	13.0	10.7	4.5	4.3	1.4	0.6	0.4	51.7
All qualifications	'000	95.8	88.4	52.0	28.3	18.2	7.2	5.2	2.5	297.5
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	17.9	22.8	8.1	5.1	2.6	1.0	1.5	0.2	59.1
Certificate III or IV	'000	75.7	64.7	42.2	24.9	12.7	5.8	3.7	2.1	231.7
Certificate I or II or lower	'000	24.6	25.5	19.8	10.0	6.4	2.7	1.0	0.9	91.0

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All qualifications	'000	118.2	113.0	70.1	39.9	21.6	9.5	6.2	3.3	381.8
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	14.8	20.2	10.2	13.4	6.9	5.3	24.1	2.7	15.0
Certificate III and above	%	83.7	77.8	74.7	84.1	62.0	74.1	86.6	77.8	79.0
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	16.9	24.0	13.7	15.3	13.6	13.0	27.9	8.5	18.1
Certificate III and above	%	82.4	85.3	79.3	84.0	76.6	80.3	88.8	85.5	82.6
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	15.2	20.1	11.6	12.7	11.8	10.2	24.2	6.5	15.5
Certificate III and above	%	79.2	77.4	71.7	75.0	70.6	71.6	83.7	71.0	76.2
2009										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	7.0	7.5	3.5	2.0	1.6	0.3	0.5	–	22.4
Certificate III or IV	'000	30.1	19.8	16.9	10.2	6.1	2.2	2.4	0.6	88.4
Certificate I or II or lower	'000	7.6	6.8	6.3	2.7	3.1	0.9	0.5	0.4	28.3
All qualifications	'000	44.6	34.1	26.7	14.9	10.8	3.4	3.5	1.0	139.0
All graduates aged 20 - 64										
Diploma and above	'000	13.9	15.6	8.1	4.1	4.2	1.1	1.5	0.2	48.8
Certificate III or IV	'000	63.1	46.9	35.5	19.4	15.5	5.0	4.8	1.8	191.9
Certificate I or II or lower	'000	18.5	12.8	9.2	5.5	5.2	1.4	1.3	0.8	54.6
All qualifications	'000	95.5	75.3	52.8	29.0	24.9	7.4	7.5	2.8	295.3

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All graduates aged 15 - 64										
Diploma and above	'000	16.0	17.1	9.5	4.8	4.4	1.1	1.7	0.2	54.8
Certificate III or IV	'000	76.9	55.9	45.1	25.0	17.5	5.8	5.9	2.0	234.0
Certificate I or II or lower	'000	27.1	22.3	23.6	12.6	9.0	2.8	1.8	1.7	100.9
All qualifications	'000	120.0	95.3	78.2	42.5	30.9	9.6	9.3	3.9	389.7
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	15.6	21.9	13.1	13.3	15.1	7.5	15.6	2.7	16.1
Certificate III and above	%	83.0	80.1	76.4	81.7	71.5	72.3	85.8	62.8	79.7
All graduates aged 20 - 64										
Diploma and above	%	14.6	20.7	15.4	14.1	17.0	14.5	20.4	6.5	16.5
Certificate III and above	%	80.7	83.0	82.6	80.9	79.2	81.7	83.4	70.3	81.5
All graduates aged 15 - 64										
Diploma and above	%	13.3	17.9	12.1	11.4	14.3	11.5	18.0	4.8	14.1
Certificate III and above	%	77.4	76.6	69.8	70.3	70.8	71.2	81.0	56.6	74.1
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.7	0.2	0.5	0.2	0.1	0.1	–	0.1	1.9
Certificate I or II or lower	'000	0.5	0.1	0.4	0.3	0.2	–	–	0.2	1.8
All qualifications	'000	1.2	0.3	1.0	0.6	0.3	0.1	0.1	0.2	3.8

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.2	–	0.3	–	0.1	–	–	–	0.6
Certificate III or IV	'000	1.7	0.4	1.2	0.5	0.3	0.2	0.1	0.3	4.6
Certificate I or II or lower	'000	1.1	0.3	0.7	0.6	0.3	0.1	0.1	0.5	3.6
All qualifications	'000	2.9	0.7	2.2	1.1	0.7	0.3	0.2	0.7	8.8
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.2	0.1	0.3	–	0.1	–	–	–	0.7
Certificate III or IV	'000	2.1	0.4	1.6	0.6	0.4	0.2	0.1	0.3	5.6
Certificate I or II or lower	'000	1.6	0.4	1.6	1.2	0.4	0.2	0.1	0.7	6.2
All qualifications	'000	3.9	0.9	3.5	1.8	0.8	0.3	0.2	1.0	12.5
Proportion of qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	3.5	3.2	4.0	2.7	2.4	4.9	1.5	–	3.2
Certificate III and above	%	62.8	53.4	55.7	41.1	42.3	62.3	54.4	30.3	53.2
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	6.2	6.9	11.8	3.2	10.3	7.2	5.9	1.7	7.3
Certificate III and above	%	63.2	59.8	67.3	45.6	61.8	68.1	63.9	36.0	59.5
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	5.0	5.8	8.1	2.5	8.5	5.8	5.0	1.3	5.5
Certificate III and above	%	58.4	52.9	53.2	34.1	54.5	55.0	56.6	28.9	50.2

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	6.2	6.9	2.7	1.8	1.5	0.3	0.5	–	19.8
Certificate III or IV	'000	27.9	18.9	14.1	9.1	5.5	2.1	2.1	0.5	80.2
Certificate I or II or lower	'000	6.8	6.5	4.8	1.9	2.4	0.9	0.4	0.2	23.8
All qualifications	'000	40.8	32.3	21.5	12.8	9.5	3.2	3.0	0.7	123.8
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	12.2	14.1	6.6	3.2	4.0	1.1	1.3	0.2	42.6
Certificate III or IV	'000	57.6	44.0	28.5	15.6	13.8	4.7	3.8	1.5	169.6
Certificate I or II or lower	'000	16.7	12.1	6.6	3.6	3.9	1.2	0.9	0.4	45.5
All qualifications	'000	86.6	70.2	41.7	22.4	21.7	6.9	6.1	2.0	257.7
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	14.2	15.5	7.5	3.9	4.1	1.1	1.5	0.2	47.9
Certificate III or IV	'000	70.6	52.7	35.9	20.6	15.5	5.4	4.7	1.7	207.2
Certificate I or II or lower	'000	24.4	21.3	17.9	8.3	7.2	2.5	1.3	0.9	83.8
All qualifications	'000	109.2	89.5	61.3	32.8	26.8	9.0	7.5	2.8	338.9
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.1	21.5	12.3	14.1	16.0	7.8	16.9	3.7	16.0
Certificate III and above	%	83.3	80.0	77.5	85.3	74.5	73.1	87.1	73.8	80.7
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	14.1	20.0	15.7	14.3	18.5	15.3	22.0	8.3	16.5
Certificate III and above	%	80.7	82.7	84.1	83.8	82.1	82.8	85.0	82.6	82.3

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	13.0	17.3	12.2	11.8	15.4	12.1	19.4	6.1	14.1
Certificate III and above	%	77.6	76.2	70.8	74.8	73.3	72.1	82.5	66.6	75.3
2008										
All graduates										
Number of VET qualifications completed										
All graduates aged 18 - 24										
Diploma and above	'000	6.2	6.6	2.8	1.7	2.1	0.3	0.6	–	20.2
Certificate III or IV	'000	27.5	18.2	14.5	9.0	5.4	2.5	1.5	0.5	79.3
Certificate I or II or lower	'000	6.9	6.1	3.9	3.0	2.8	0.8	0.4	0.3	24.3
All qualifications	'000	40.6	30.9	21.3	13.7	10.3	3.6	2.5	0.9	123.8
All graduates aged 20 - 64										
Diploma and above	'000	11.8	13.3	7.7	3.4	4.7	1.3	1.2	0.2	43.4
Certificate III or IV	'000	55.9	40.5	33.2	16.1	12.4	5.4	3.5	1.5	168.5
Certificate I or II or lower	'000	19.0	13.0	7.5	6.2	5.5	1.8	1.1	0.7	54.7
All qualifications	'000	86.6	66.8	48.4	25.7	22.5	8.4	5.9	2.3	266.6
All graduates aged 15 - 64										
Diploma and above	'000	13.7	14.7	8.7	4.0	4.8	1.3	1.4	0.2	48.7
Certificate III or IV	'000	68.3	48.4	40.3	20.9	14.1	6.3	4.1	1.6	204.0
Certificate I or II or lower	'000	27.2	22.3	17.7	12.3	9.1	2.7	1.6	1.5	94.3
All qualifications	'000	109.2	85.4	66.7	37.2	27.9	10.3	7.0	3.3	347.1
Proportion of qualifications completed										
All graduates aged 18 - 24										
Diploma and above	%	15.3	21.2	13.2	12.1	20.0	7.7	22.6	3.5	16.3
Certificate III and above	%	83.0	80.2	81.7	78.3	72.5	76.7	82.8	60.7	80.3
All graduates aged 20 - 64										

TABLE 5A.84

Table 5A.84 VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Diploma and above	%	13.6	19.9	15.8	13.1	20.8	15.0	21.0	6.6	16.3
Certificate III and above	%	78.0	80.5	84.6	75.9	75.7	79.0	81.2	69.2	79.5
All graduates aged 15 - 64										
Diploma and above	%	12.5	17.2	13.1	10.7	17.1	12.8	19.6	4.8	14.0
Certificate III and above	%	75.1	73.9	73.5	67.0	67.5	73.7	77.6	54.1	72.8
Aboriginal and Torres Strait Islander graduates										
Number of VET qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	'000	–	–	–	–	–	–	–	–	0.1
Certificate III or IV	'000	0.7	0.1	0.5	0.2	0.1	0.1	–	0.1	1.7
Certificate I or II or lower	'000	0.4	0.1	0.3	0.2	0.2	–	–	0.1	1.4
All qualifications	'000	1.1	0.2	0.8	0.5	0.3	0.1	–	0.2	3.2
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	'000	0.1	0.1	0.2	0.1	0.1	–	–	–	0.6
Certificate III or IV	'000	1.5	0.3	1.2	0.4	0.2	0.1	0.1	0.2	4.1
Certificate I or II or lower	'000	1.0	0.2	0.4	0.5	0.3	0.1	–	0.3	2.8
All qualifications	'000	2.6	0.6	1.8	1.0	0.6	0.3	0.1	0.6	7.5
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	'000	0.2	0.1	0.2	0.1	0.1	–	–	–	0.7
Certificate III or IV	'000	1.8	0.4	1.4	0.5	0.3	0.2	0.1	0.2	4.9
Certificate I or II or lower	'000	1.5	0.3	1.0	1.0	0.4	0.1	–	0.5	5.0
All qualifications	'000	3.5	0.8	2.7	1.6	0.8	0.3	0.1	0.8	10.6
Proportion of qualifications completed										
Aboriginal and Torres Strait Islander graduates aged 18 - 24										
Diploma and above	%	4.0	4.6	3.8	3.0	2.7	4.4	6.3	1.0	3.6
Certificate III and above	%	63.8	60.1	64.5	48.1	39.6	66.2	54.2	29.8	57.4

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Aboriginal and Torres Strait Islander graduates aged 20 - 64										
Diploma and above	%	5.4	13.0	12.7	6.0	14.5	8.6	12.5	3.1	8.6
Certificate III and above	%	61.2	69.0	77.0	50.5	52.6	63.7	79.2	43.4	62.6
Aboriginal and Torres Strait Islander graduates aged 15 - 64										
Diploma and above	%	4.5	10.0	9.1	3.9	11.3	7.2	10.5	2.2	6.5
Certificate III and above	%	56.7	60.4	61.8	37.7	44.5	60.4	66.1	33.9	53.1
Non-Indigenous graduates										
Number of VET qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	'000	5.6	5.8	2.3	1.5	2.1	0.3	0.6	–	18.1
Certificate III or IV	'000	25.6	17.2	12.8	8.0	5.1	2.4	1.4	0.4	72.9
Certificate I or II or lower	'000	6.2	5.8	3.1	1.9	2.5	0.8	0.4	0.2	20.7
All qualifications	'000	37.3	28.8	18.2	11.4	9.6	3.4	2.4	0.7	111.8
Non-Indigenous graduates aged 20 - 64										
Diploma and above	'000	10.4	11.5	6.4	2.8	4.5	1.2	1.2	0.1	38.1
Certificate III or IV	'000	51.3	37.2	27.6	12.9	11.5	5.1	3.1	1.2	150.0
Certificate I or II or lower	'000	17.3	11.4	5.8	4.1	4.6	1.6	0.9	0.4	46.0
All qualifications	'000	79.0	60.2	39.7	19.8	20.6	8.0	5.1	1.7	234.0
Non-Indigenous graduates aged 15 - 64										
Diploma and above	'000	12.2	12.8	7.2	3.3	4.6	1.3	1.3	0.1	42.8
Certificate III or IV	'000	62.9	44.7	33.4	17.2	13.1	6.0	3.6	1.4	182.3
Certificate I or II or lower	'000	24.6	20.4	13.3	8.1	7.8	2.5	1.2	1.0	78.9
All qualifications	'000	99.8	77.9	53.8	28.7	25.5	9.8	6.0	2.5	304.0

TABLE 5A.84

Table 5A.84 **VET qualifications completed by course level, Indigenous status and target age group (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (g)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of qualifications completed										
Non-Indigenous graduates aged 18 - 24										
Diploma and above	%	15.0	20.1	12.6	13.3	21.3	7.9	23.9	4.2	16.2
Certificate III and above	%	83.5	79.9	83.1	83.4	74.2	77.2	85.1	69.5	81.4
Non-Indigenous graduates aged 20 - 64										
Diploma and above	%	13.2	19.1	16.0	13.9	21.8	15.4	22.7	7.9	16.3
Certificate III and above	%	78.1	81.0	85.5	79.4	77.7	80.0	83.1	77.3	80.3
Non-Indigenous graduates aged 15 - 64										
Diploma and above	%	12.2	16.4	13.3	11.6	18.0	13.1	21.4	5.7	14.1
Certificate III and above	%	75.3	73.8	75.4	71.6	69.5	74.5	80.3	60.2	74.1

- (a) Qualifications completed includes courses accredited or approved by a local State/Territory authority, and represents students eligible to be awarded a qualification.
- (b) 'Certificate I, II or lower' includes Certificate I, II, and years 11 and 12 where students are participating in VET training with a nationally accredited outcome.
- (c) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.
- (d) Final qualifications completed data for 2013 are not available. Only preliminary data are available from the 2013 National VET Provider Collection.
- (e) The number of qualifications completed includes both government funded and non-government funded VET students. Excludes students participating in VET programs in schools.
- (f) Additional information is provided in footnotes for table 5A.79.
- (g) An additional Qualification/course recognition identifier — '15 - Higher-level qualifications' — was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications — other than training package qualifications or nationally recognised accredited courses — that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
2013										
All graduates										
Diploma and above	'000	16.3	22.3	7.6	5.0	6.2	1.0	1.3	0.3	59.9
Change in diploma and above between 2012 and 2013	%	- 19.9	- 29.5	- 24.0	- 3.2	35.2	- 18.4	5.9	14.3	- 19.4
Certificate III or IV	'000	95.7	152.3	57.7	34.8	32.9	5.9	5.2	2.6	387.1
Change in certificate III or IV between 2012 and 2013	%	- 4.5	- 2.7	- 2.0	4.7	18.9	- 14.8	1.7	- 18.1	- 1.2
Certificate I or II	'000	38.8	70.8	16.4	20.4	29.9	3.0	1.0	2.9	183.2
Change in certificate I or II between 2012 and 2013	%	- 15.1	19.6	- 33.6	- 6.6	57.0	- 29.6	- 0.0	- 14.6	2.3
All qualifications	'000	150.8	245.4	81.8	60.2	69.0	9.9	7.6	5.7	630.2
Aboriginal and Torres Strait Islander graduates										
Diploma and above	no.	524	138	307	92	59	38	46	31	1 235
Certificate III or IV	no.	4 030	1 392	2 899	1 348	658	247	162	507	11 242
Certificate I or II	no.	3 293	1 300	1 475	3 067	1 383	224	112	1 558	12 414
All qualifications	no.	7 847	2 830	4 681	4 507	2 100	510	320	2 097	24 891
Non-Indigenous graduates										
Diploma and above	'000	15.7	22.0	6.2	4.4	6.0	1.0	1.2	0.2	56.7
Certificate III or IV	'000	90.8	149.2	49.1	30.9	31.0	5.6	5.0	2.1	363.8
Certificate I or II	'000	35.4	68.9	12.7	15.7	28.0	2.7	0.9	1.3	165.6
All qualifications	'000	141.9	240.1	68.0	51.0	65.0	9.2	7.1	3.6	586.1

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
2012										
All graduates										
Diploma and above	'000	20.3	31.6	10.1	5.1	4.6	1.2	1.2	0.2	74.4
Change in diploma and above between 2011 and 2012	%	- 9.2	14.0	- 9.2	- 9.3	24.7	30.0	- 10.9	30.2	1.9
Certificate III or IV	'000	100.2	156.5	58.9	33.3	27.6	6.9	5.1	3.2	391.7
Change in certificate III or IV between 2011 and 2012	%	4.8	39.1	- 3.6	1.2	35.0	2.8	9.0	16.4	16.4
Certificate I or II	'000	45.7	59.2	24.7	21.8	19.0	4.2	1.0	3.4	179.2
Change in certificate I or II between 2011 and 2012	%	10.8	23.2	- 20.7	- 3.8	35.8	- 0.8	- 6.4	- 6.5	7.8
All qualifications	'000	166.3	247.3	93.7	60.2	51.3	12.4	7.4	6.8	645.3
Indigenous graduates										
Diploma and above	no.	525	184	430	71	55	33	15	31	1 343
Certificate III or IV	no.	3 924	1 297	3 137	1 310	845	279	94	623	11 508
Certificate I or II	no.	3 688	1 052	2 447	3 120	1 580	317	60	1 697	13 961
All qualifications	no.	8 136	2 533	6 013	4 501	2 480	629	168	2 351	26 812
Non-Indigenous graduates										
Diploma and above	'000	19.3	31.0	7.7	4.2	4.4	1.2	1.1	0.2	69.1
Certificate III or IV	'000	94.5	152.9	50.4	28.2	25.9	6.6	4.6	2.5	365.7
Certificate I or II	'000	41.5	57.4	18.8	14.9	17.2	3.9	0.8	1.6	156.2
All qualifications	'000	155.3	241.3	76.9	47.4	47.5	11.6	6.6	4.4	591.0

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
2011										
All graduates										
Diploma and above	'000	22.4	27.7	11.1	5.6	3.7	0.9	1.4	0.2	73.0
Change in diploma and above between 2010 and 2011	%	13.3	21.1	15.4	10.4	13.1	21.4	2.0	5.7	16.0
Certificate III or IV	'000	95.6	112.5	61.0	32.9	20.5	6.7	4.7	2.7	336.6
Change in certificate III or IV between 2010 and 2011	%	4.0	47.6	20.0	1.8	16.0	8.1	7.1	- 3.8	19.2
Certificate I or II	'000	41.3	48.1	31.2	22.7	14.0	4.3	1.1	3.6	166.2
Change in certificate I or II between 2010 and 2011	%	- 4.2	39.4	19.6	- 6.4	- 2.0	4.0	0.1	4.2	10.2
All qualifications	'000	159.3	188.3	103.3	61.2	38.2	11.9	7.2	6.5	575.9
Indigenous graduates										
Diploma and above	no.	480	140	363	85	54	26	18	22	1 189
Certificate III or IV	no.	3 797	998	2 918	1 184	692	272	82	573	10 516
Certificate I or II	no.	3 637	915	3 086	2 917	1 126	295	74	1 990	14 040
All qualifications	no.	7 914	2 053	6 367	4 187	1 872	593	174	2 585	25 744
Non-Indigenous graduates										
Diploma and above	'000	20.9	27.0	8.3	4.6	3.5	0.9	1.1	0.1	66.5
Certificate III or IV	'000	89.9	107.8	50.8	26.9	18.8	6.3	3.5	2.1	306.1
Certificate I or II	'000	37.2	45.6	20.9	15.9	12.6	3.9	0.7	1.6	138.3
All qualifications	'000	148.0	180.4	80.0	47.4	34.9	11.1	5.3	3.9	510.9

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
2010										
All graduates										
Diploma and above	'000	19.8	22.9	9.6	5.1	3.3	0.8	1.3	0.2	62.9
Change in diploma and above between 2009 and 2010	%	30.7	21.0	22.5	16.5	27.0	4.5	- 0.0	86.3	23.3
Certificate III or IV	'000	91.9	76.2	50.9	32.3	17.6	6.2	4.4	2.9	282.4
Change in certificate III or IV between 2009 and 2010	%	6.5	18.4	12.3	10.3	4.9	0.8	14.2	10.4	10.9
Certificate I or II	'000	43.1	34.5	26.1	24.3	14.3	4.1	1.1	3.5	150.9
Change in certificate I or II between 2009 and 2010	%	1.6	16.8	23.3	- 1.9	4.2	- 0.1	- 6.0	6.2	7.7
All qualifications	'000	154.7	133.6	86.5	61.7	35.2	11.1	6.9	6.5	496.2
Indigenous graduates										
Diploma and above	no.	401	143	284	62	43	17	18	21	989
Certificate III or IV	no.	3 388	751	2 475	1 009	485	207	88	635	9 036
Certificate I or II	no.	3 524	682	2 344	2 954	1 098	273	81	1 870	12 826
All qualifications	no.	7 312	1 576	5 103	4 026	1 626	497	186	2 526	22 852
Non-Indigenous graduates										
Diploma and above	'000	18.6	22.0	7.3	4.2	3.0	0.7	1.0	0.1	57.1
Certificate III or IV	'000	86.8	73.2	41.9	26.9	14.3	5.8	3.2	2.2	254.3
Certificate I or II	'000	39.0	32.9	18.7	16.7	12.1	3.7	0.7	1.6	125.4
All qualifications	'000	144.4	128.0	67.9	47.8	29.5	10.2	4.9	3.9	436.7

TABLE 5A.85

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
2009										
All graduates										
Diploma and above	'000	15.1	18.9	7.8	4.4	2.6	0.7	1.3	0.1	51.0
Certificate III or IV	'000	86.2	64.3	45.3	29.3	16.8	6.2	3.9	2.6	254.6
Certificate I or II	'000	42.4	29.5	21.1	24.8	13.7	4.1	1.2	3.3	140.1
All qualifications	'000	143.8	112.8	74.3	58.4	33.1	11.0	6.4	5.9	445.7
Indigenous graduates										
Diploma and above	no.	233	104	292	57	75	13	9	11	794
Certificate III or IV	no.	2 917	702	1 986	879	376	181	123	547	7 712
Certificate I or II	no.	3 041	649	1 928	2 570	903	253	91	1 732	11 169
All qualifications	no.	6 191	1 455	4 206	3 506	1 355	447	224	2 290	19 675
Non-Indigenous graduates										
Diploma and above	'000	14.7	18.3	5.8	3.7	2.4	0.7	1.2	0.1	46.8
Certificate III or IV	'000	81.9	62.0	36.4	24.0	13.9	5.7	3.2	2.0	229.0
Certificate I or II	'000	38.3	28.0	14.8	15.4	10.9	3.7	0.8	1.5	113.4
All qualifications	'000	134.8	108.3	57.0	43.1	27.1	10.2	5.2	3.5	389.2

- (a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).
- (b) Qualification Equivalents expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. QEs are based on the training activity (annual hours) associated with completions of modules and units of competency, divided by an agreed value of training activity representing a qualification.
- (c) Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.

Table 5A.85 **Qualification Equivalents, all ages, by Indigenous status (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (h)</i>	<i>ACT (i)</i>	<i>NT</i>	<i>Aust</i>
<p>Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:</p> <ul style="list-style-type: none"> • all PPP students are reported in 2010 and 2011, and only partially reported in 2009 • the extent to which VET fee-help has affected student numbers is unknown due to partial coverage. 										
(d)	Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.									
(e)	An additional Qualification/course recognition identifier—'15 - Higher-level qualifications'—was introduced in Release 6.1 of the AVETMIS Standard for 2012 reporting. Higher-level qualifications are those qualifications—other than training package qualifications or nationally recognised accredited courses—that are accredited by state or territory government accreditation authorities or higher education institutions with self-accrediting authority. The Level of education for these qualifications must be between '211 – Graduate diploma' and '421 – Diploma.									
(f)	From 2011, the National Art School in New South Wales moved to reporting nationally as part of the Commonwealth Higher Education Statistics collection. In 2010, the National Art School reported 360 students, 2375 subject enrolments, 345 399 nationally agreed nominal hours and 480 full-year training equivalents.									
(g)	Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and Private Providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared to previous years.									
(h)	For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems.									
(i)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.86

Table 5A.86 Number of units of competency and modules completed (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (e)</i>	<i>NT (f)</i>	<i>Aust</i>
2013										
Units of competency	'000	2 249.1	3 529.1	1 379.1	851.5	942.7	160.1	119.1	90.6	9 321.3
Modules	'000	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1 133.2
Units of competency and modules combined	'000	2 604.9	4 045.4	1 435.0	937.9	1 026.8	172.5	136.1	95.8	10 454.5
Change between 2012 and 2013	%	- 8.8	- 4.7	- 12.0	- 2.0	30.1	- 15.1	- 12.0	- 6.4	- 4.4
2012										
Units of competency	'000	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3
Modules	'000	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined	'000	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
Change between 2011 and 2012	%	- 2.9	27.5	- 9.1	- 1.2	24.6	1.7	5.4	2.1	8.2
2011										
Units of competency	'000	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules	'000	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined	'000	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
Change between 2010 and 2011	%	0.3	37.1	13.9	0.1	2.9	4.8	- 4.1	- 4.3	12.8
2010										
Units of competency	'000	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules	'000	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined	'000	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
Change between 2009 and 2010	%	4.5	18.7	11.3	6.4	1.6	0.8	2.3	9.1	9.1
2009										
Units of competency	'000	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules	'000	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined	'000	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9

Table 5A.86 **Number of units of competency and modules completed (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (e)</i>	<i>NT (f)</i>	<i>Aust</i>
(a)	Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).									
(b)	<p>Information about student participation in Australia's vocational education and training system is gathered annually through a national data collection. The collection is undertaken under a national standard (AVETMISS) where all Registered Training Organisations (RTOs) who receive public funding for the provision of training to students are required to provide detailed information about the students that they have trained. Under current arrangements, private RTOs are required only to provide details of the students that they have trained using funds sourced from direct government VET funding. On the other hand, publicly owned training providers (such as TAFE) are required to report information on all of their students and from all funding sources (i.e. including fee-for-service training). As a consequence, the information reported here significantly understates the total number of students who participate each year in recognised training under the auspices of the Australian Quality Training Framework (AQTF). For example, the national collection currently omits those who train in enterprise-based RTOs (without direct government VET funding) and those paying fee-for-service to private training providers.</p> <p>Various government programs, such as VET fee-help and the Productivity Places Program (PPP) were available to students from 2009 to 2011. These programs may have impacted on student numbers. However, it is difficult to draw any sound conclusions on the extent of growth due to the following:</p> <ul style="list-style-type: none"> • all PPP students are reported in 2010 and 2011, and only partially reported in 2009 • the extent to which VET fee-help has affected student numbers is unknown due to partial coverage. 									
(c)	Victoria submitted one consolidated submission for 2009 activity, in place of the three previous submissions (TAFE, ACE and Private Providers). As a consequence of the way some adult and community education and private registered training organisations are scoped, there may be some slight reporting differences in 2009 compared to previous years.									
(d)	For Tasmania data, when making comparisons between years, caution should be exercised due to changes in public provider structures and business systems.									
(e)	In May 2012, the Australian Capital Territory resubmitted data for the 2010 National VET Provider Collection to address data quality. The resubmission affects student characteristics that were not known in the original data submission. There was no change in the total training activity for 2010 as a result of the resubmission.									
(f)	The Northern Territory has advised that there were no data for the NT Adult and Community Education (ACE) in the 2011 VET Provider Collection. The training provider advised in late 2011 that they were no longer providing accredited training associated with ACE in the Northern Territory. In 2010, the NT ACE reported 11 students, 76 subject enrolments, 1013 nationally agreed hours and 1 full-year training equivalent.									

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.87

Table 5A.87 Number of units of competency and modules completed, by regions ('000) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
2013									
Units of competency completed									
Major cities	1 477.5	2 459.6	786.8	582.3	648.3	0.6	102.3	0.6	6 058.0
Inner regional	542.7	855.7	310.6	96.0	115.2	99.9	10.8	0.6	2 031.6
Outer regional	184.9	182.6	208.3	93.0	126.1	52.2	3.0	50.3	900.4
Remote and very remote	22.5	4.4	63.8	76.6	34.4	6.9	0.3	35.4	244.3
All students	2 249.1	3 529.1	1 379.1	851.5	942.7	160.1	119.1	90.6	9 321.3
Modules completed									
Major cities	253.2	393.0	36.4	68.8	65.7	–	15.3	–	832.5
Inner regional	69.6	105.3	8.9	7.3	5.9	8.9	1.2	–	207.1
Outer regional	26.7	15.1	7.9	6.0	9.0	3.2	0.2	2.3	70.5
Remote and very remote	4.5	0.3	2.2	3.6	2.4	0.2	–	2.5	15.7
All students	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1 133.2
Units of competency and modules combined									
Major cities	1 730.7	2 852.7	823.2	651.1	714.0	0.6	117.6	0.6	6 890.5
Inner regional	612.3	961.0	319.5	103.3	121.2	108.9	12.0	0.6	2 238.8
Outer regional	211.7	197.7	216.2	99.1	135.1	55.4	3.1	52.6	970.9
Remote and very remote	27.0	4.7	65.9	80.2	36.8	7.2	0.3	37.9	260.0
All students	2 604.9	4 045.4	1 435.0	937.9	1 026.8	172.5	136.1	95.8	10 454.5
2012									
Units of competency completed									
Major cities	1 502.6	2 614.6	864.1	588.9	484.2	0.6	108.6	0.8	6 164.6
Inner regional	616.1	938.1	364.7	94.8	89.0	118.4	11.7	0.9	2 233.6
Outer regional	220.8	254.7	244.7	91.7	106.2	60.7	2.6	53.4	1 034.7
Remote and very remote	31.0	5.0	75.6	83.4	29.3	8.0	0.3	37.5	270.0
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3

TABLE 5A.87

Table 5A.87 Number of units of competency and modules completed, by regions ('000) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Modules completed									
Major cities	305.7	310.0	44.6	75.5	57.1	–	23.5	–	816.5
Inner regional	87.7	87.9	11.1	6.8	5.9	10.4	2.2	–	212.1
Outer regional	34.9	15.5	7.3	7.0	9.7	4.1	0.5	2.0	81.0
Remote and very remote	5.5	0.3	1.9	4.2	2.3	0.4	0.0	3.2	17.7
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined									
Major cities	1 808.3	2 924.7	908.7	664.4	541.3	0.6	132.1	0.9	6 981.0
Inner regional	703.7	1 026.1	375.8	101.6	94.9	128.8	13.9	0.9	2 445.6
Outer regional	255.7	270.2	252.0	98.7	115.8	64.8	3.1	55.4	1 115.7
Remote and very remote	36.5	5.3	77.5	87.6	31.6	8.4	0.3	40.6	287.7
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
2011									
Units of competency completed									
Major cities	1 588.1	2 052.3	950.7	587.0	324.1	0.6	81.0	0.6	5 584.4
Inner regional	608.6	748.6	393.4	98.4	66.3	115.2	7.3	0.3	2 038.2
Outer regional	205.6	214.5	264.1	89.7	78.3	60.9	1.5	49.5	964.1
Remote and very remote	24.9	4.2	83.0	79.1	22.8	8.5	0.1	41.8	264.4
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules completed									
Major cities	323.0	217.9	53.3	88.9	47.0	–	44.0	–	774.1
Inner regional	93.4	66.3	16.2	7.8	5.7	9.2	4.4	–	203.1
Outer regional	37.6	12.5	9.6	8.2	11.0	4.4	0.9	2.0	86.3
Remote and very remote	5.9	0.2	2.8	4.8	1.8	0.4	0.1	4.4	20.4
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7

TABLE 5A.87

Table 5A.87 Number of units of competency and modules completed, by regions ('000) (a), (b), (c)

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
Units of competency and modules combined									
Major cities	1 911.1	2 270.2	1 004.0	675.9	371.1	0.6	125.0	0.6	6 358.5
Inner regional	702.0	814.9	409.6	106.3	72.0	124.5	11.8	0.3	2 241.3
Outer regional	243.2	227.0	273.7	97.9	89.4	65.3	2.4	51.5	1 050.4
Remote and very remote	30.8	4.4	85.7	83.9	24.6	8.9	0.2	46.2	284.8
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1
2010									
Units of competency completed									
Major cities	1 445.8	1 415.5	722.2	481.0	313.1	4.3	78.8	1.0	4 461.7
Inner regional	566.0	594.0	337.0	183.6	76.1	88.0	20.7	0.8	1 866.3
Outer regional	328.9	138.6	306.4	87.0	76.0	74.8	2.5	50.0	1 064.2
Remote and very remote	38.1	6.5	90.2	85.9	29.0	7.6	0.1	42.2	299.4
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules completed									
Major cities	354.3	183.1	57.7	88.7	60.3	–	35.9	0.1	780.1
Inner regional	103.0	59.4	22.6	19.0	7.9	9.3	9.1	–	230.3
Outer regional	62.5	10.2	18.0	8.5	12.7	5.5	1.7	4.7	123.8
Remote and very remote	9.9	0.1	4.7	7.2	5.2	0.3	0.1	5.5	33.1
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined									
Major cities	1 800.1	1 598.6	780.0	569.7	373.3	4.3	114.7	1.1	5 241.8
Inner regional	669.1	653.4	359.6	202.5	83.9	97.3	29.9	0.9	2 096.6
Outer regional	391.4	148.8	324.3	95.5	88.8	80.3	4.2	54.7	1 188.0
Remote and very remote	48.0	6.6	94.9	93.1	34.2	7.9	0.2	47.7	332.6
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
2009									
Units of competency completed									
Major cities	1 287.0	1 145.3	627.6	447.4	320.3	8.2	76.9	0.6	3 913.3
Inner regional	494.0	506.1	281.6	164.3	78.9	83.7	19.1	0.4	1 628.1
Outer regional	288.0	121.6	264.2	75.4	73.4	70.8	2.8	43.8	940.0
Remote and very remote	37.6	3.3	80.4	70.9	26.7	6.5	0.3	39.0	264.7
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9
Modules completed									
Major cities	445.4	180.3	77.7	102.6	69.2	0.0	38.1	0.1	913.3
Inner regional	138.2	63.1	29.4	24.4	10.0	10.7	10.3	–	286.1
Outer regional	76.3	11.8	25.4	10.4	13.0	7.8	1.7	5.5	151.8
Remote and very remote	11.4	0.2	7.8	9.0	5.6	0.4	0.1	6.3	40.8
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined									
Major cities	1 732.4	1 325.5	705.3	550.0	389.6	8.2	115.0	0.7	4 826.6
Inner regional	632.2	569.3	311.0	188.8	88.8	94.3	29.4	0.4	1 914.3
Outer regional	364.3	133.4	289.6	85.8	86.4	78.6	4.4	49.3	1 091.9
Remote and very remote	49.0	3.5	88.2	79.9	32.4	6.9	0.4	45.3	305.5
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>.

(c) Additional jurisdictional information is provided in footnotes for table 5A.86.

TABLE 5A.87

Table 5A.87 **Number of units of competency and modules completed, by regions ('000) (a), (b), (c)**

	<i>NSW</i>	<i>Vic (d)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT (d)</i>	<i>NT (d)</i>	<i>Aust</i>
(d) There are no very remote areas in Victoria. There are no major cities in Tasmania. There are no outer regional areas, remote or very remote areas in the ACT. There are no major cities or regional areas in the NT. Data for these geolocation disaggregations are for students from these regional or remote areas throughout Australia studying in the jurisdiction.									

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.88

Table 5A.88 Number of units of competency and modules completed, by disability status ('000) (a), (b)

	NSW (c)	Vic (c)	Qld	WA	SA (c)	Tas (c)	ACT (c)	NT (c)	Aust
2013									
Units of competency completed									
Reported as having disability	171.6	203.0	69.1	39.9	67.4	15.7	9.8	3.9	580.4
Reported as not having disability	2 060.3	3 295.0	896.4	742.0	875.3	140.1	108.1	82.8	8 199.8
Not reported (disability)	17.2	31.1	413.7	69.5	–	4.3	1.2	4.0	541.0
All students	2 249.1	3 529.1	1 379.1	851.5	942.7	160.1	119.1	90.6	9 321.3
Modules completed									
Reported as having disability	55.3	59.0	6.0	7.3	10.6	3.2	1.7	0.7	143.7
Reported as not having disability	299.2	455.0	17.1	68.0	73.5	9.1	15.3	4.4	941.6
Not reported (disability)	1.3	2.4	32.7	11.2	–	0.1	0.0	0.1	47.9
All students	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1 133.2
Units of competency and modules combined									
Reported as having disability	226.9	262.0	75.1	47.2	78.0	18.9	11.5	4.5	724.1
Reported as not having disability	2 359.5	3 749.9	913.5	810.0	948.8	149.2	123.4	87.2	9 141.4
Not reported (disability)	18.6	33.5	446.4	80.7	–	4.4	1.3	4.1	588.9
All students	2 604.9	4 045.4	1 435.0	937.9	1 026.8	172.5	136.1	95.8	10 454.5
2012									
Units of competency completed									
Reported as having disability	180.5	218.4	80.4	40.1	52.6	18.0	8.8	4.0	602.9
Reported as not having disability	2 190.9	3 609.4	1 009.6	717.3	660.6	167.0	114.6	85.2	8 554.5
Not reported (disability)	47.5	–	474.7	105.1	–	3.2	3.9	7.4	641.9
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3

TABLE 5A.88

Table 5A.88 Number of units of competency and modules completed, by disability status ('000) (a), (b)

	NSW (c)	Vic (c)	Qld	WA	SA (c)	Tas (c)	ACT (c)	NT (c)	Aust
Modules completed									
Reported as having disability	67.8	49.4	6.6	7.0	10.9	3.7	2.3	0.8	148.5
Reported as not having disability	364.5	365.9	23.3	66.7	65.3	11.1	24.9	4.6	926.3
Not reported (disability)	3.9	–	35.6	20.6	–	0.2	0.1	0.3	60.6
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined									
Reported as having disability	248.3	267.8	87.0	47.0	63.6	21.6	11.1	4.8	751.3
Reported as not having disability	2 555.4	3 975.2	1 032.9	784.0	725.9	178.1	139.5	89.8	9 480.8
Not reported (disability)	51.4	–	510.3	125.7	–	3.4	4.0	7.7	702.5
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
2011									
Units of competency completed									
Reported as having disability	179.4	175.4	92.3	37.5	29.6	17.9	5.9	4.1	542.0
Reported as not having disability	2 241.8	2 701.3	1 092.4	686.1	526.6	160.9	82.2	83.6	7 574.9
Not reported (disability)	51.5	152.7	526.2	134.1	–	6.9	7.2	5.9	884.5
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules completed									
Reported as having disability	74.4	36.0	7.8	7.1	10.3	2.8	3.8	0.8	143.1
Reported as not having disability	390.4	256.9	35.2	79.2	67.0	11.0	47.5	5.4	892.7
Not reported (disability)	3.3	4.9	39.6	24.4	–	0.3	–	0.5	72.8
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined									
Reported as having disability	253.8	211.4	100.1	44.5	39.9	20.7	9.7	4.9	685.1
Reported as not having disability	2 632.3	2 958.2	1 127.6	765.3	593.6	171.9	129.7	89.0	8 467.6
Not reported (disability)	54.7	157.6	565.8	158.5	–	7.2	7.2	6.4	957.4
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by disability status ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
2010									
Units of competency completed									
Reported as having disability	163.3	119.5	74.8	34.9	28.0	14.8	7.6	3.4	446.3
Reported as not having disability	2 189.7	1 947.1	965.0	681.0	486.6	146.5	94.9	82.5	6 593.3
Not reported (disability)	45.1	105.0	431.3	127.7	14.9	14.0	3.1	8.5	749.6
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules completed									
Reported as having disability	73.3	27.7	8.9	7.0	8.8	2.9	3.1	1.2	132.9
Reported as not having disability	455.1	224.3	56.2	85.3	74.4	12.1	44.2	8.7	960.2
Not reported (disability)	4.5	4.1	38.6	31.7	3.0	0.2	0.0	0.4	82.5
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined									
Reported as having disability	236.6	147.1	83.7	41.9	36.8	17.7	10.7	4.7	579.2
Reported as not having disability	2 644.8	2 171.4	1 021.1	766.3	561.0	158.6	139.1	91.2	7 553.5
Not reported (disability)	49.6	109.1	469.9	159.4	17.9	14.2	3.1	8.9	832.0
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
2009									
Units of competency completed									
Reported as having disability	136.2	89.1	63.3	31.3	28.5	13.1	7.4	3.8	372.7
Reported as not having disability	1 949.3	1 584.8	928.2	601.8	468.6	141.0	78.5	76.8	5 829.0
Not reported (disability)	36.1	113.6	282.0	129.5	11.0	16.0	13.4	3.6	605.2
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9

TABLE 5A.88

Table 5A.88 **Number of units of competency and modules completed, by disability status ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT (c)</i>	<i>NT (c)</i>	<i>Aust</i>
Modules completed									
Reported as having disability	72.8	23.0	10.4	8.0	10.9	2.6	3.3	0.9	132.0
Reported as not having disability	598.8	229.5	93.7	107.0	83.8	16.3	41.1	10.3	1 180.5
Not reported (disability)	10.4	5.2	36.9	32.1	3.4	0.1	5.8	0.7	94.6
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined									
Reported as having disability	209.0	112.1	73.7	39.3	39.4	15.7	10.7	4.7	504.7
Reported as not having disability	2 548.2	1 814.3	1 021.9	708.8	552.4	157.3	119.6	87.1	7 009.5
Not reported (disability)	46.5	118.8	318.9	161.6	14.4	16.1	19.2	4.2	699.8
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) People with a disability are defined as those who self-identify on enrolment forms that they have a disability, impairment or long-term condition. Not all students respond to the relevant question on the enrolment form. The non-response rate for disability status for government funded students is as follows: 2009 – 12.9%; 2010 – 13.5%; 2011 – 13.1%; 2012 – 10.5%; 2013 – 9.4%.

(c) Additional jurisdictional information is provided in footnotes for table 5A.86.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.89

Table 5A.89 Number of units of competency and modules completed, by language spoken at home ('000) (a), (b)

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Units of competency completed									
Language other than English	448.1	746.1	70.9	109.6	87.9	5.2	15.6	20.6	1 503.9
English	1 721.6	2 648.7	1 218.4	658.8	741.6	151.7	93.8	65.5	7 300.1
Not reported (language)	79.4	134.3	89.8	83.1	113.3	3.1	9.8	4.5	517.3
All students	2 249.1	3 529.1	1 379.1	851.5	942.7	160.1	119.1	90.6	9 321.3
Modules completed									
Language other than English	151.4	161.1	12.6	28.5	26.8	3.0	3.0	4.0	390.3
English	191.6	337.7	38.2	44.1	35.4	9.1	11.6	1.1	668.9
Not reported (language)	12.8	17.6	5.0	13.9	21.9	0.3	2.5	0.1	74.0
All students	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1 133.2
Units of competency and modules combined									
Language other than English	599.5	907.2	83.4	138.1	114.6	8.2	18.6	24.6	1 894.2
English	1 913.2	2 986.4	1 256.6	702.9	777.0	160.9	105.4	66.6	7 969.0
Not reported (language)	92.2	151.9	94.9	97.0	135.2	3.4	12.2	4.5	591.2
All students	2 604.9	4 045.4	1 435.0	937.9	1 026.8	172.5	136.1	95.8	10 454.5
2012									
Units of competency completed									
Language other than English	467.5	679.7	78.7	91.2	61.6	5.9	15.7	18.5	1 418.8
English	1 838.2	3 067.0	1 401.6	641.3	574.3	179.2	100.5	71.6	7 873.6
Not reported (language)	113.1	81.2	84.5	130.0	77.3	3.0	11.1	6.6	506.9
All students	2 418.9	3 827.8	1 564.8	862.5	713.2	188.2	127.3	96.7	9 799.3

TABLE 5A.89

Table 5A.89 Number of units of competency and modules completed, by language spoken at home ('000) (a), (b)

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Modules completed									
Language other than English	169.2	116.7	13.2	25.7	22.2	3.4	3.4	4.1	357.8
English	245.4	289.2	47.0	45.7	36.6	11.4	19.4	1.2	695.9
Not reported (language)	21.6	9.4	5.3	22.8	17.4	0.2	4.6	0.3	81.6
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1 135.4
Units of competency and modules combined									
Language other than English	636.7	796.3	91.9	116.9	83.8	9.3	19.0	22.6	1 776.6
English	2 083.6	3 356.2	1 448.6	687.0	610.9	190.6	119.8	72.8	8 569.5
Not reported (language)	134.7	90.5	89.8	152.8	94.7	3.3	15.7	6.9	588.5
All students	2 855.0	4 243.1	1 630.3	956.7	789.4	203.2	154.6	102.3	10 934.6
2011									
Units of competency completed									
Language other than English	475.6	449.2	79.6	83.9	61.4	6.1	7.3	18.4	1 181.5
English	1 890.2	2 499.8	1 528.0	640.1	442.4	176.4	78.0	70.2	7 325.2
Not reported (language)	106.9	80.3	103.4	133.7	52.4	3.3	9.9	5.0	494.8
All students	2 472.7	3 029.4	1 711.0	857.7	556.2	185.7	95.2	93.6	9 001.4
Modules completed									
Language other than English	171.6	84.2	15.2	26.0	21.0	2.9	4.4	4.4	329.8
English	283.3	209.7	62.4	58.3	40.0	10.9	38.7	2.1	705.4
Not reported (language)	13.1	4.0	4.9	26.3	16.3	0.2	8.3	0.1	73.4
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1 108.7
Units of competency and modules combined									
Language other than English	647.3	533.4	94.8	109.9	82.4	9.0	11.7	22.8	1 511.3
English	2 173.5	2 709.5	1 590.4	698.4	482.4	187.3	116.8	72.3	8 030.6
Not reported (language)	120.0	84.3	108.3	160.0	68.7	3.5	18.3	5.1	568.2
All students	2 940.8	3 327.2	1 793.5	968.3	633.5	199.8	146.7	100.3	10 110.1

TABLE 5A.89

Table 5A.89 Number of units of competency and modules completed, by language spoken at home ('000) (a), (b)

	NSW (c)	Vic (c)	Qld	WA	SA (c)	Tas (c)	ACT	NT	Aust
2010									
Units of competency completed									
Language other than English	450.8	298.7	68.8	74.5	45.7	5.4	6.0	19.4	969.3
English	1 822.1	1 803.0	1 335.6	640.8	458.4	165.8	84.8	71.4	6 381.8
Not reported (language)	125.2	69.9	66.7	128.3	25.3	4.2	14.9	3.6	438.1
All students	2 398.1	2 171.5	1 471.1	843.6	529.4	175.3	105.7	94.5	7 789.2
Modules completed									
Language other than English	188.6	65.8	15.7	24.3	28.9	2.7	2.6	5.8	334.3
English	323.4	183.4	82.0	65.8	52.6	12.3	34.6	4.4	758.4
Not reported (language)	20.9	6.8	6.0	33.9	4.8	0.3	10.1	0.1	82.9
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1 175.6
Units of competency and modules combined									
Language other than English	639.4	364.5	84.5	98.8	74.6	8.1	8.6	25.2	1 303.6
English	2 145.5	1 986.4	1 417.5	706.6	511.0	178.0	119.3	75.8	7 140.2
Not reported (language)	146.1	76.7	72.7	162.2	30.0	4.5	25.0	3.7	521.0
All students	2 931.0	2 427.6	1 574.7	967.6	615.6	190.6	152.9	104.8	8 964.8
2009									
Units of competency completed									
Language other than English	410.8	239.1	63.6	61.8	40.1	3.7	6.6	16.3	841.8
English	1 550.7	1 461.0	1 169.1	577.7	399.9	163.1	85.6	64.6	5 471.7
Not reported (language)	160.2	87.5	40.8	123.2	68.1	3.3	7.1	3.2	493.4
All students	2 121.6	1 787.5	1 273.5	762.6	508.1	170.1	99.3	84.2	6 806.9

TABLE 5A.89

Table 5A.89 **Number of units of competency and modules completed, by language spoken at home ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Modules completed									
Language other than English	212.6	63.9	18.6	25.4	27.1	2.2	3.0	5.9	358.7
English	417.5	179.4	117.4	87.4	63.9	16.4	43.7	5.7	931.4
Not reported (language)	52.0	14.4	5.0	34.4	7.0	0.4	3.5	0.3	117.0
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1 407.0
Units of competency and modules combined									
Language other than English	623.3	303.0	82.1	87.1	67.2	5.9	9.6	22.2	1 200.5
English	1 968.2	1 640.3	1 286.5	665.1	463.7	179.5	129.4	70.4	6 403.1
Not reported (language)	212.2	101.8	45.8	157.5	75.1	3.7	10.5	3.5	610.3
All students	2 803.7	2 045.2	1 414.5	909.8	606.1	189.1	149.4	96.1	8 213.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) People with a language background other than English are those who self-identify on their enrolment form that they speak a language other than English at home. Not all students respond to the relevant question on the enrolment form, and the non-response rate for the question about language spoken at home for government funded students is as follows: 2009 – 8.4%; 2010 – 6.6%; 2011 – 6.6%; 2012 – 6.7% 2013 – 6.6%.

(c) Additional jurisdictional information is provided in footnotes for table 5A.86.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.90

Table 5A.90 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Units of competency completed									
Aboriginal and Torres Strait Islander students	112.9	37.2	70.4	54.9	25.3	8.4	4.6	29.2	342.8
Non-Indigenous students	2119.8	3455.2	1164.9	722.9	890.0	149.5	113.1	60.9	8676.2
Indigenous status not reported	16.5	36.7	143.9	73.7	27.4	2.1	1.4	0.5	302.3
All students	2249.1	3529.1	1379.1	851.5	942.7	160.1	119.1	90.6	9321.3
Modules completed									
Aboriginal and Torres Strait Islander students	26.1	7.5	5.6	8.2	5.8	1.0	0.6	3.0	57.9
Non-Indigenous students	327.9	504.7	42.3	73.8	78.1	11.3	16.4	2.1	1056.5
Indigenous status not reported	1.9	4.1	7.9	4.5	0.2	0.1	–	–	18.8
All students	355.8	516.4	55.8	86.5	84.1	12.4	17.0	5.1	1133.2
Units of competency and modules combined									
Aboriginal and Torres Strait Islander students	138.9	44.7	75.9	63.1	31.1	9.4	5.3	32.2	400.7
Non-Indigenous students	2447.6	3959.9	1207.2	796.8	968.1	160.8	129.4	63.0	9732.7
Indigenous status not reported	18.4	40.8	151.9	78.1	27.7	2.3	1.5	0.5	321.0
All students	2604.9	4045.4	1435.0	937.9	1026.8	172.5	136.1	95.8	10454.5
2012									
Units of competency completed									
Aboriginal and Torres Strait Islander students	110.8	35.4	91.7	56.7	28.2	9.0	3.0	30.3	365.3
Non-Indigenous students	2266.7	3742.6	1297.5	684.3	664.1	176.8	111.5	65.2	9008.7
Indigenous status not reported	41.4	49.8	175.6	121.4	20.9	2.3	12.8	1.1	425.3
All students	2418.9	3827.8	1564.8	862.5	713.2	188.2	127.3	96.7	9799.3

TABLE 5A.90

Table 5A.90 Number of units of competency and modules completed, by Indigenous status ('000) (a), (b)

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Modules completed									
Aboriginal and Torres Strait Islander students	31.0	6.5	5.6	9.6	8.8	1.2	0.6	3.5	66.8
Non-Indigenous students	401.2	403.8	48.8	72.7	66.9	13.6	26.6	2.1	1035.8
Indigenous status not reported	4.0	5.0	11.1	11.9	0.5	0.2	0.1	0.1	32.8
All students	436.2	415.3	65.5	94.2	76.2	15.0	27.3	5.7	1135.4
Units of competency and modules combined									
Aboriginal and Torres Strait Islander students	141.8	41.9	97.4	66.3	37.0	10.2	3.7	33.8	432.1
Non-Indigenous students	2667.9	4146.4	1346.3	757.0	731.0	190.4	138.1	67.4	10044.5
Indigenous status not reported	45.4	54.8	186.6	133.4	21.4	2.5	12.8	1.1	458.1
All students	2855.0	4243.1	1630.3	956.7	789.4	203.2	154.6	102.3	10934.6
2011									
Units of competency completed									
Aboriginal and Torres Strait Islander students	110.1	29.9	97.6	49.6	22.4	8.5	2.5	33.2	353.9
Non-Indigenous students	2310.0	2909.0	1337.0	662.3	507.6	173.3	65.9	59.2	8024.3
Indigenous status not reported	52.5	90.4	276.3	145.8	26.2	4.0	26.9	1.2	623.2
All students	2472.7	3029.4	1711.0	857.7	556.2	185.7	95.2	93.6	9001.4
Modules completed									
Aboriginal and Torres Strait Islander students	35.4	4.7	6.6	10.3	7.7	1.2	1.0	4.6	71.5
Non-Indigenous students	428.8	289.0	61.4	86.6	69.4	12.8	47.1	2.0	997.1
Indigenous status not reported	3.9	4.1	14.5	13.8	0.3	0.1	3.3	–	40.0
All students	468.1	297.9	82.5	110.6	77.3	14.1	51.4	6.7	1108.7
Units of competency and modules combined									
Aboriginal and Torres Strait Islander students	145.5	34.7	104.3	59.9	30.1	9.6	3.5	37.8	425.4
Non-Indigenous students	2738.9	3198.0	1398.4	748.9	577.0	186.1	113.0	61.2	9021.5
Indigenous status not reported	56.4	94.5	290.8	159.5	26.4	4.1	30.2	1.2	663.2
All students	2940.8	3327.2	1793.5	968.3	633.5	199.8	146.7	100.3	10110.1

TABLE 5A.90

Table 5A.90 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010									
Units of competency completed									
Aboriginal and Torres Strait Islander students	103.9	22.7	81.1	45.2	18.7	7.2	2.6	32.6	314.1
Non-Indigenous students	2244.3	2083.2	1168.0	655.7	437.6	162.7	75.2	61.0	6887.7
Indigenous status not reported	49.9	65.6	222.0	142.7	73.1	5.4	27.8	0.9	587.4
All students	2398.1	2171.5	1471.1	843.6	529.4	175.3	105.7	94.5	7789.2
Modules completed									
Aboriginal and Torres Strait Islander students	37.6	3.8	6.3	10.5	9.0	1.1	0.8	5.9	74.9
Non-Indigenous students	492.1	248.6	79.9	94.8	73.9	14.0	43.9	4.4	1051.6
Indigenous status not reported	3.1	3.7	17.4	18.7	3.4	0.1	2.6	–	49.1
All students	532.9	256.1	103.6	124.0	86.2	15.2	47.3	10.3	1175.6
Units of competency and modules combined									
Aboriginal and Torres Strait Islander students	141.5	26.5	87.4	55.8	27.6	8.3	3.4	38.5	389.0
Non-Indigenous students	2736.4	2331.7	1247.9	750.5	511.5	176.7	119.1	65.4	7939.3
Indigenous status not reported	53.1	69.3	239.4	161.4	76.5	5.5	30.5	0.9	636.5
All students	2931.0	2427.6	1574.7	967.6	615.6	190.6	152.9	104.8	8964.8
2009									
Units of competency completed									
Aboriginal and Torres Strait Islander students	86.1	19.5	66.2	39.3	14.2	6.4	3.3	28.3	263.3
Non-Indigenous students	1992.7	1720.6	1001.1	585.8	419.1	158.2	79.4	54.1	6011.0
Indigenous status not reported	42.9	47.4	206.2	137.5	74.8	5.5	16.5	1.8	532.6
All students	2121.6	1787.5	1273.5	762.6	508.1	170.1	99.3	84.2	6806.9

TABLE 5A.90

Table 5A.90 **Number of units of competency and modules completed, by Indigenous status ('000) (a), (b)**

	<i>NSW (c)</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Modules completed									
Aboriginal and Torres Strait Islander students	36.3	4.7	7.8	11.0	8.7	1.3	0.5	6.3	76.8
Non-Indigenous students	636.3	247.0	109.0	103.5	82.5	17.6	48.0	5.6	1249.4
Indigenous status not reported	9.5	6.0	24.1	32.6	6.8	0.1	1.6	–	80.8
All students	682.1	257.7	141.0	147.1	98.0	19.0	50.2	11.9	1407.0
Units of competency and modules combined									
Aboriginal and Torres Strait Islander students	122.3	24.3	74.1	50.3	22.9	7.7	3.9	34.6	340.1
Non-Indigenous students	2629.0	1967.6	1110.1	689.3	501.6	175.8	127.4	59.6	7260.4
Indigenous status not reported	52.4	53.4	230.3	170.2	81.7	5.6	18.1	1.8	613.4
All students	2803.7	2045.2	1414.5	909.8	606.1	189.1	149.4	96.1	8213.9

(a) Data are for government funded VET students (for additional information refer to footnotes for table 5A.4).

(b) Aboriginal and Torres Strait Islander students are defined as those who self-identify on enrolment forms that they are of Aboriginal and/or Torres Strait Islander background. Not all students respond to the relevant question on the enrolment form. The non-response rate for Indigenous status for government funded students is as follows: 2009 – 9.2%; 2010 – 8.0%; 2011 – 7.2%; 2012 – 5.0%; 2013 – 3.6%.

(c) Additional jurisdictional information is provided in footnotes for tables 5A.86.

– Nil or rounded to zero.

Source: NCVET unpublished, National VET provider collection.

TABLE 5A.91

Table 5A.91 **Employer engagement with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Engagement with apprenticeships/traineeships (d)	26.8 ± 2.7	26.7 ± 3.2	27.2 ± 3.0	27.8 ± 3.4	25.7 ± 3.8	29.5 ± 3.7	23.6 ± 3.5	30.9 ± 4.0	26.9 ± 1.4
Engagement with nationally recognised training (e)	20.6 ± 2.4	18.1 ± 2.8	18.2 ± 2.5	22.8 ± 3.3	22.0 ± 3.4	23.6 ± 3.7	28.0 ± 4.0	31.2 ± 4.2	20.0 ± 1.3
Engagement with formal vocational qualifications as a job requirement (f)	35.8 ± 3.1	29.8 ± 3.4	32.5 ± 3.5	36.3 ± 3.9	30.9 ± 3.9	33.7 ± 4.4	30.8 ± 4.0	38.6 ± 4.0	33.3 ± 1.6
2011									
Engagement with apprenticeships/traineeships (d)	28.7 ± 2.5	30.3 ± 2.9	33.7 ± 4.1	28.8 ± 3.9	28.6 ± 4.4	44.8 ± 4.7	25.3 ± 4.0	33.5 ± 4.9	30.4 ± 1.5
Engagement with nationally recognised training (e)	22.3 ± 2.3	24.6 ± 2.9	23.4 ± 3.5	25.7 ± 4.0	22.0 ± 3.8	30.6 ± 5.3	29.2 ± 4.4	33.5 ± 5.4	23.7 ± 1.4
Engagement with formal vocational qualifications as a job requirement (f)	39.5 ± 2.8	34.0 ± 3.1	35.5 ± 3.9	36.5 ± 4.4	32.2 ± 4.5	34.9 ± 5.4	33.9 ± 4.7	35.8 ± 5.2	36.4 ± 1.6
2009									
Engagement with apprenticeships/traineeships (d)	29.2 ± 3.9	33.3 ± 4.4	36.0 ± 4.4	30.4 ± 4.5	31.4 ± 6.0	34.0 ± 4.5	27.1 ± 4.3	36.2 ± 5.8	32.0 ± 2.0
Engagement with nationally recognised training (e)	27.8 ± 4.1	27.9 ± 4.4	25.2 ± 4.0	27.4 ± 4.8	25.7 ± 4.4	28.4 ± 4.5	27.7 ± 4.4	34.7 ± 5.6	27.2 ± 2.0
Engagement with formal vocational qualifications as a job requirement (f)	37.8 ± 4.4	36.6 ± 4.6	32.1 ± 4.4	36.4 ± 5.2	31.2 ± 5.9	31.5 ± 4.7	36.9 ± 4.9	42.2 ± 6.4	35.7 ± 2.2
2007									
Engagement with apprenticeships/traineeships (d)	29.1 ± 4.3	31.8 ± 5.3	31.8 ± 5.5	27.4 ± 4.5	27.9 ± 5.1	37.8 ± 5.2	32.1 ± 5.1	34.6 ± 4.9	30.3 ± 2.3
Engagement with nationally recognised training (e)	25.5 ± 4.3	20.4 ± 4.8	21.0 ± 4.7	24.8 ± 3.8	23.7 ± 4.6	26.6 ± 4.6	27.8 ± 4.7	32.0 ± 5.0	23.3 ± 2.2
Engagement with formal vocational qualifications as a job requirement (f)	39.6 ± 4.8	34.7 ± 5.7	28.9 ± 5.3	35.0 ± 4.8	29.1 ± 5.0	32.7 ± 5.0	31.7 ± 5.1	34.7 ± 5.3	34.8 ± 2.5

Table 5A.91 **Employer engagement with VET (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Engagement with apprenticeships/traineeships (d)	29.4 ± 5.3	28.5 ± 5.0	29.4 ± 5.0	27.0 ± 5.1	29.6 ± 4.9	40.2 ± 5.5	31.5 ± 5.5	35.3 ± 5.5	29.2 ± 2.5
Engagement with nationally recognised training (e)	25.7 ± 4.9	23.3 ± 4.9	20.6 ± 4.2	22.6 ± 4.4	28.2 ± 5.2	29.4 ± 4.9	27.5 ± 4.9	31.3 ± 4.5	24.2 ± 2.3
Engagement with formal vocational qualifications as a job requirement (f)	43.3 ± 5.9	33.7 ± 5.7	32.7 ± 4.8	33.5 ± 5.2	35.2 ± 5.2	33.4 ± 4.8	33.7 ± 5.6	35.8 ± 5.4	37.0 ± 2.7

(a) The components of engagement with VET system are if the employer has had employees undertaking an apprenticeship or traineeship or has provided nationally recognised training in the last 12 months, or if had employees with formal vocational qualification as a requirement of their job.

(b) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(c) Improvements have been made to the weighting methodology applied to responses to the Survey of Employer Use and Views of the VET system (see Employer's use and views of the VET system, 2013: improved weighting methodology <<http://www.ncver.edu.au/publications/2675.html>>). Results for the 2013 survey are obtained using this improved methodology, which has been applied to data from previous years to maintain the time series. For the latest data, including updated time series, please visit the NCVET website, www.ncver.edu.au.

(d) Engagement with apprenticeships/traineeships means had employees undertaking an apprenticeship or traineeship in the last 12 months.

(e) Engagement with nationally recognised training means organisation arranged or provided nationally recognised training to employees over the past 12 months.

(f) Engagement with formal vocational qualifications means had employees in the last 12 months with a formal vocational qualification that was a requirement of their job.

Source: NCVET unpublished, Survey of Employer Use and Views.

TABLE 5A.92

Table 5A.92 **Employer satisfaction with VET (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2013									
Satisfaction with apprenticeships/traineeships (e)									
Satisfied	77.2 ± 5.7	80.8 ± 6.4	77.8 ± 5.4	82.1 ± 6.5	78.8 ± 7.3	76.1 ± 6.8	79.2 ± 8.1	77.7 ± 7.0	78.8 ± 2.9
Neither satisfied or dissatisfied	12.1 ± 4.5	7.8 ± 3.7	10.6 ± 4.0	9.0 ± 3.8	12.1 ± 5.9	12.8 ± 5.2	12.2 ± 7.4	7.8 ± 3.8	10.4 ± 2.1
Dissatisfied	10.7 ± 4.4	11.5 ± 5.6	11.6 ± 4.1	8.9 ± 5.5	9.0 ± 5.0	11.1 ± 5.0	8.7 ± 4.3	14.5 ± 6.3	10.8 ± 2.3
Satisfaction with nationally recognised training (f)									
Satisfied	86.4 ± 4.2	77.1 ± 8.0	81.2 ± 5.9	85.0 ± 5.6	87.4 ± 4.9	84.9 ± 5.8	84.5 ± 5.5	82.2 ± 6.6	83.1 ± 2.8
Neither satisfied or dissatisfied	7.6 ± 3.3	13.1 ± 5.6	11.0 ± 4.7	9.5 ± 4.6	6.1 ± 3.5	8.2 ± 4.5	8.8 ± 4.4	9.5 ± 5.2	9.6 ± 2.0
Dissatisfied	6.0 ± 2.9	9.9 ± 6.7	7.8 ± 4.1	5.6 ± 3.6	6.5 ± 3.8	6.9 ± 3.9	6.6 ± 3.7	8.3 ± 4.7	7.3 ± 2.1
Satisfaction with formal vocational qualifications as a job requirement (g)									
Satisfied	79.2 ± 4.7	80.2 ± 5.8	74.2 ± 5.4	78.2 ± 6.0	79.8 ± 6.0	79.5 ± 6.2	77.8 ± 7.5	71.9 ± 6.5	78.3 ± 2.5
Neither satisfied or dissatisfied	13.8 ± 4.2	9.6 ± 4.0	15.9 ± 4.6	12.5 ± 4.3	11.4 ± 4.3	9.9 ± 4.3	15.4 ± 7.0	19.5 ± 5.7	13.0 ± 2.1
Dissatisfied	7.0 ± 2.7	10.2 ± 4.8	10.0 ± 3.6	9.4 ± 4.7	8.8 ± 4.8	10.6 ± 5.0	6.8 ± 3.6	8.6 ± 4.3	8.7 ± 1.7
2011									
Satisfaction with apprenticeships/traineeships (e)									
Satisfied	84.4 ± 4.1	83.4 ± 4.8	77.7 ± 7.1	84.5 ± 6.8	90.9 ± 5.0	80.1 ± 6.7	81.2 ± 7.8	78.5 ± 8.5	82.9 ± 2.5
Neither satisfied or dissatisfied	9.7 ± 3.3	7.5 ± 3.2	10.1 ± 4.4	6.2 ± 4.4	5.2 ± 3.7	6.0 ± 3.5	13.2 ± 6.8	6.6 ± 4.4	8.5 ± 1.7
Dissatisfied	5.9 ± 2.7	9.1 ± 3.9	12.2 ± 6.2	9.3 ± 5.4	3.9 ± 3.5	13.9 ± 6.2	5.6 ± 4.6	14.9 ± 7.7	8.6 ± 2.0
Satisfaction with nationally recognised training (f)									
Satisfied	89.4 ± 4.0	89.4 ± 4.3	91.0 ± 3.9	85.9 ± 6.5	89.5 ± 6.0	86.5 ± 6.6	86.2 ± 6.8	87.6 ± 6.3	89.2 ± 2.1
Neither satisfied or dissatisfied	7.6 ± 3.6	5.8 ± 3.5	5.1 ± 2.9	7.5 ± 5.1	6.3 ± 4.5	2.9 ± 2.7	7.0 ± 5.1	8.1 ± 5.4	6.4 ± 1.7
Dissatisfied	3.0 ± 1.9	4.8 ± 2.8	3.9 ± 2.7	6.7 ± 4.5	4.2 ± 4.2	10.5 ± 6.1	6.8 ± 4.9	4.3 ± 3.5	4.4 ± 1.2
Satisfaction with formal vocational qualifications as a job requirement (g)									
Satisfied	85.9 ± 3.5	84.5 ± 4.1	83.1 ± 5.7	84.6 ± 5.7	85.1 ± 5.3	77.8 ± 9.3	83.1 ± 6.4	84.4 ± 6.7	84.6 ± 2.1
Neither satisfied or dissatisfied	8.0 ± 2.7	5.7 ± 2.4	7.1 ± 4.3	9.0 ± 4.5	11.7 ± 4.8	12.8 ± 8.6	5.7 ± 3.7	8.9 ± 5.3	7.7 ± 1.5
Dissatisfied	6.1 ± 2.4	9.8 ± 3.5	9.8 ± 4.1	6.4 ± 3.9	3.2 ± 2.6	9.4 ± 4.9	11.2 ± 5.5	6.7 ± 4.5	7.7 ± 1.5

TABLE 5A.92

Table 5A.92 **Employer satisfaction with VET (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009									
Satisfaction with apprenticeships/traineeships (e)									
Satisfied	79.8 ± 6.8	86.7 ± 4.9	83.0 ± 5.6	82.6 ± 7.1	88.5 ± 6.0	86.6 ± 5.7	84.3 ± 6.8	76.6 ± 8.9	83.3 ± 2.9
Neither satisfied or dissatisfied	6.0 ± 3.5	6.3 ± 3.3	7.6 ± 4.0	7.3 ± 4.9	5.0 ± 3.1	4.9 ± 3.4	9.9 ± 5.7	13.7 ± 6.9	6.6 ± 1.7
Dissatisfied	14.1 ± 6.3	7.0 ± 3.8	9.4 ± 4.3	10.1 ± 5.6	6.5 ± 5.1	8.5 ± 4.8	5.8 ± 4.3	9.7 ± 7.0	10.1 ± 2.5
Satisfaction with nationally recognised training (f)									
Satisfied	83.5 ± 6.4	88.7 ± 5.6	83.5 ± 7.0	94.8 ± 4.2	87.6 ± 7.0	85.6 ± 7.0	82.0 ± 6.8	91.7 ± 4.4	86.3 ± 3.1
Neither satisfied or dissatisfied	7.4 ± 4.3	8.1 ± 4.9	9.6 ± 5.8	4.3 ± 3.8	4.8 ± 4.2	7.1 ± 5.4	12.6 ± 5.8	4.0 ± 2.7	7.6 ± 2.3
Dissatisfied	9.0 ± 5.2	3.2 ± 2.9	6.9 ± 4.4	np	7.6 ± 5.9	7.3 ± 4.7	5.4 ± 4.0	4.3 ± 3.5	6.1 ± 2.2
Satisfaction with formal vocational qualifications as a job requirement (g)									
Satisfied	81.2 ± 6.0	84.4 ± 5.3	83.3 ± 6.2	87.4 ± 5.2	84.8 ± 7.8	86.3 ± 5.8	80.4 ± 6.8	83.1 ± 7.2	83.3 ± 2.9
Neither satisfied or dissatisfied	10.7 ± 4.7	10.4 ± 4.7	7.8 ± 4.4	6.0 ± 3.4	9.2 ± 6.4	9.2 ± 4.8	11.7 ± 5.0	7.8 ± 5.0	9.5 ± 2.3
Dissatisfied	8.2 ± 4.3	5.2 ± 3.0	8.9 ± 4.9	6.5 ± 4.2	6.0 ± 5.5	4.4 ± 3.4	7.9 ± 5.1	9.1 ± 5.7	7.2 ± 2.0
2007									
Satisfaction with apprenticeships/traineeships (e)									
Satisfied	86.2 ± 5.9	83.1 ± 8.7	83.7 ± 7.5	69.8 ± 9.2	84.1 ± 7.5	88.5 ± 5.7	81.8 ± 8.1	83.0 ± 7.0	83.2 ± 3.5
Neither satisfied or dissatisfied	7.9 ± 4.3	7.0 ± 5.2	10.8 ± 6.7	14.2 ± 5.8	10.5 ± 6.4	5.2 ± 3.6	9.8 ± 6.9	9.7 ± 5.6	8.9 ± 2.5
Dissatisfied	5.9 ± 4.3	10.0 ± 7.3	5.5 ± 4.0	16.0 ± 8.5	5.4 ± 4.6	6.2 ± 4.6	8.4 ± 5.2	7.3 ± 4.6	7.9 ± 2.7
Satisfaction with nationally recognised training (f)									
Satisfied	76.6 ± 8.4	84.4 ± 10.0	88.3 ± 6.3	82.3 ± 7.0	86.6 ± 7.0	83.5 ± 7.8	84.9 ± 8.0	77.4 ± 7.7	82.0 ± 4.2
Neither satisfied or dissatisfied	14.6 ± 7.1	15.4 ± 10.0	5.1 ± 4.0	12.6 ± 6.2	12.7 ± 6.9	6.3 ± 4.5	9.5 ± 6.9	16.7 ± 7.0	12.5 ± 3.7
Dissatisfied	8.9 ± 5.9	0.1 ± 0.1	6.6 ± 5.1	5.1 ± 3.6	np	10.2 ± 6.8	5.5 ± 4.6	6.0 ± 4.1	5.5 ± 2.5
Satisfaction with formal vocational qualifications as a job requirement (g)									
Satisfied	80.2 ± 6.4	85.2 ± 6.9	77.3 ± 9.3	71.8 ± 8.4	87.9 ± 5.8	85.1 ± 6.6	84.4 ± 6.5	76.1 ± 7.9	80.7 ± 3.5
Neither satisfied or dissatisfied	11.8 ± 5.3	7.7 ± 4.5	9.3 ± 7.0	14.9 ± 7.2	4.4 ± 2.8	7.2 ± 4.5	9.0 ± 4.8	13.9 ± 6.2	10.2 ± 2.7
Dissatisfied	8.0 ± 4.3	7.2 ± 5.4	13.4 ± 7.1	13.3 ± 6.0	7.6 ± 5.2	7.7 ± 5.1	6.6 ± 4.5	10.0 ± 5.6	9.2 ± 2.5

TABLE 5A.92

Table 5A.92 **Employer satisfaction with VET (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2005									
Satisfaction with apprenticeships/traineeships (e)									
Satisfied	73.0 ± 10.3	83.2 ± 7.2	81.7 ± 8.4	81.2 ± 9.0	81.1 ± 8.1	79.3 ± 7.2	72.8 ± 9.1	84.4 ± 7.9	78.7 ± 4.5
Neither satisfied or dissatisfied	15.8 ± 8.9	5.1 ± 4.5	10.0 ± 6.3	11.1 ± 6.8	12.3 ± 6.8	10.9 ± 5.5	13.3 ± 6.7	9.2 ± 6.7	11.2 ± 3.7
Dissatisfied	11.1 ± 6.4	11.8 ± 6.0	8.3 ± 6.3	7.7 ± 6.7	6.7 ± 5.4	9.8 ± 5.4	13.9 ± 7.2	6.4 ± 4.8	10.1 ± 3.0
Satisfaction with nationally recognised training (f)									
Satisfied	81.3 ± 8.8	86.5 ± 7.2	72.6 ± 10.8	84.2 ± 7.8	80.0 ± 8.3	81.6 ± 7.6	83.3 ± 8.6	76.9 ± 8.2	81.3 ± 4.3
Neither satisfied or dissatisfied	9.1 ± 6.9	9.0 ± 6.1	13.9 ± 7.8	10.0 ± 6.7	14.5 ± 6.9	7.3 ± 4.4	12.4 ± 7.7	14.5 ± 7.1	10.4 ± 3.4
Dissatisfied	9.7 ± 6.1	4.5 ± 4.1	13.6 ± 9.3	5.7 ± 4.5	5.4 ± 5.2	11.1 ± 6.6	4.2 ± 4.4	8.6 ± 5.2	8.3 ± 3.0
Satisfaction with formal vocational qualifications as a job requirement (g)									
Satisfied	77.4 ± 7.8	78.8 ± 9.0	72.4 ± 8.7	83.4 ± 6.8	71.7 ± 8.8	79.5 ± 7.1	74.1 ± 8.6	69.0 ± 8.8	77.0 ± 4.2
Neither satisfied or dissatisfied	14.0 ± 6.6	8.6 ± 6.0	11.1 ± 5.6	7.0 ± 4.3	17.0 ± 6.8	11.8 ± 5.9	11.1 ± 6.2	14.8 ± 6.5	11.8 ± 3.3
Dissatisfied	8.6 ± 5.1	12.6 ± 7.6	16.4 ± 7.7	9.6 ± 5.6	11.3 ± 6.9	8.8 ± 4.7	14.9 ± 7.3	16.2 ± 7.5	11.2 ± 3.1

- (a) Satisfaction is measured on a 5 point scale, 'satisfied' includes employers who were satisfied or very satisfied and 'dissatisfied' includes employers who were dissatisfied or very dissatisfied.
- (b) Data in italics have relative standard errors greater than or equal to 25 per cent and need to be used with caution.
- (c) The percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (d) Improvements have been made to the weighting methodology applied to responses to the Survey of Employer Use and Views of the VET system (see Employer's use and views of the VET system, 2013: improved weighting methodology <<http://www.ncver.edu.au/publications/2675.html>>). Results for the 2013 survey are obtained using this improved methodology, which has been applied to data from previous years to maintain the time series. For the latest data, including updated time series, please visit the NCVET website, www.ncver.edu.au.
- (e) Satisfaction with apprenticeships/traineeships (now referred to as Australian Apprenticeships): had employees undertaking an apprenticeship or traineeship in the last 12 months and were satisfied with apprenticeships/traineeships as a way of providing employees with skills required for the job.
- (f) Satisfaction with nationally recognised training: organisation arranged or provided nationally recognised training to employees over the past 12 months and were satisfied with nationally recognised training as a way of providing employees with skills required for the job.
- (g) Satisfaction with formal vocational qualifications: had employees in the last 12 months with a formal vocational qualification that was a requirement of their job and were satisfied with formal vocational qualifications as a way of meeting skills.

Table 5A.92 **Employer satisfaction with VET (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
np Not published.									

Source: NCVET unpublished, *Survey of Employer Use and Views*.

Table 5A.93 Gross Domestic Product chain price deflator (index)

Years	2013 = 100.0
2013	100.0
2012	100.0
2011	98.4
2010	92.9
2009	91.9
2008	87.0
2007	83.4
2006	79.6
2005	75.7
2004	72.5

Source: ABS (2013) *Australian System of National Accounts, 2012-13*, Cat. no. 5204.0. Table 1.

Data quality information — Vocational education and training, chapter 5

Data quality information

Data quality information (DQI) provides information against the seven ABS data quality framework dimensions, for a selection of performance indicators in the Vocational education and training (VET) chapter.

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

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

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VET participation by target group

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element Output/equity.

Indicator VET participation by target group

Measure (computation) Definition

The number of government funded participants in the VET system who self-identified that they are from a target group (i.e., Indigenous people, people from remote and very remote areas, people with disability, and people speaking a language other than English [LOTE] at home), as a proportion of the total number of people in the population in that group.

Due to certain data not being available to calculate rates for people with disability and people speaking a LOTE at home, proportions of government funded VET students are reported as proxy for these two groups.

For Indigenous people and people from remote and very remote areas:

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (a) Indigenous persons aged 15-64 years
- (b) from remote and very remote areas

Denominator/s

The number of persons in the Australian population from each of the target groups below:

- (a1) Indigenous persons aged 15-64 years
- (b1) from remote and very remote areas

Computation/s:

Numerator a divided by denominator a1, and separately, numerator b divided by denominator b1 (above).

Participation rates are also derived for comparative purposes for all government funded students and non-Indigenous government funded students.

For people with disability and people speaking a LOTE at home:

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they are from at least one of the target groups below:

- (c) with a disability
- (d) speak a LOTE at home.

Denominator/s

(e) government funded VET students.

Computation/s:

Numerator c divided by the denominator e, and separately, numerator d divided by denominator e (above).

Data source/sVET student data:

All student data are unpublished and are sourced from the NCVET National VET Provider data collections.

Population estimates:

Aboriginal and Torres Strait Islander population data are sourced from the ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026* (cat. no. 3238.0).

Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:

- data for 2002 to 2006 and 2011: *Australian Demographic Statistics*, June 2011. Cat. no. 3101.0 (December 2011)
- data for 2007 to 2012: *Population by Age and Sex, Australian States and Territories, June 2007-2012*. Cat. no. 3101.0 (December 2007 to December 2012).

There are no comparable population data for the non-Indigenous population. Population estimates of the non-Indigenous population are therefore derived by subtracting Aboriginal and Torres Strait Islander population estimates from total population estimates.

Data Quality Framework Dimensions**Institutional environment**VET student data:

The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

Population estimates:

The ABS sources ERP data from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment

<http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument>

RelevanceVET student data:

The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

Population estimates:

The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

In preparing Indigenous population estimates, the ABS formulated assumptions on the basis of past demographic trends, in conjunction with consultation with various individuals and government department representatives at the national and state/territory level. Consultation occurred between May and July 2009, after which the assumptions were finalised.

TimelinessVET student data:

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in Students and Courses.

Population estimates:

Preliminary ERP data is compiled and published quarterly by the ABS, and is generally made available five to six months after the end of each reference quarter. Every year, the 30 June ERP is further disaggregated by sex and single year of age, and is made available five to six months after end of the reference quarter.

Final estimates are made available every 5 years after a census and revisions are made to the previous intercensal period. ERP data are not changed once finalised. Releasing preliminary, revised and final ERP involves a balance between timeliness and accuracy.

ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.

AccuracyVET student data:

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

General population estimates (ERP):

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment). For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. For more information on rebasing see the feature article in the December quarter 2011 issue of Australian Demographic Statistics (cat. no. 3101.0).

Aboriginal and Torres Strait Islander population estimates:

The estimates of the Aboriginal and Torres Strait Islander population are based on results of the 2011 Census of Population and Housing, adjusted for net undercount as measured by the Post Enumeration Survey (PES).

The ABS conducts the PES shortly after the Census to determine how many people were missed in the Census and how many were counted more than once. For 2011, the net undercount of the Aboriginal and Torres Strait Islander population was 114 200 persons.

The extent of undercoverage of Aboriginal and Torres Strait Islander Australians in the 2011 Census and the relatively small sample size of the PES to adjust for that undercoverage means the estimates should be interpreted with caution. For more information see *Technical Note: Estimated Aboriginal and Torres Strait Islander Australian Resident Population – Method of Calculation, Jun 2011* (cat. no. 3238.0.55.001).

CoherenceVET student data:

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>

General population estimates (ERP):

ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation).

An improved method for calculating Net Overseas Migration (NOM) was applied from September quarter 2006 onwards. For further information see Information Paper: Improving Net Overseas Migration Estimation, Mar 2010 (cat. no. 3412.0.55.001).

Aboriginal and Torres Strait Islander population estimates:

The estimates and projections presented in the source publication are not consistent with, estimates and projections based on 2006 or other censuses. Reasons include; Census collection methodologies have changed over time; there has been unexplained growth in the Aboriginal and Torres Strait Islander population between Censuses; and the

methodology and scope of the PES has changed over time. Comparison of data across issues of this publication is not advised.

Accessibility

VET student data:

Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

ERP and Indigenous population estimates:

ERP and Indigenous population estimates are available in a variety of formats on the ABS website under the 3101.0, 3201.0 and 3238.0 product families and include time series spread sheets on population change, components of change. If the information is not available as a standard product, then ABS Consultancy Services can help with customised services. The National Information and Referral Service at the ABS can be contacted with inquiries about specific data requirements on 1300 135 070 or email client.services@abs.gov.au

Interpretability

VET student data:

To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

ERP and Indigenous population estimates:

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

The source publications contain notes on the assumptions and methods used to produce the population estimates. It also contains Explanatory Notes and Glossary that provide information on the data sources, terminology, classifications and other technical aspects associated with these statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- Care needs to be taken in interpreting the participation rates presented for people with disability, people speaking a LOTE at home, and Indigenous people, because the data depend on self-identification at the time of enrolment and the number of non-responses (that is, students who did not indicate whether or not they belong to these groups) varies across jurisdictions.
- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.

Student participation in VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element Output/effectiveness.

Indicator Student participation in VET

Measure Definition

(computation)

The indicator is defined by three measures:

- the number of people aged 15–64 years participating in VET as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at certificate level III and above as a proportion of the population aged 15–64 years
- the number of people aged 15–64 years participating in VET at diploma level and above as a proportion of the population aged 15–64 years.

Numerator/s

Government funded VET students who have self-identified on their VET enrolment form that they aged 15-64 years. A separate numerator applies as follows, for each of the three measures:

- enrolled in VET at any qualification level
- enrolled at certificate level III and above
- enrolled at diploma level and above.

Denominator/s

The number of persons in the Australian population aged 15-64 years.

Computation/s:

Numerator (above) divided by denominator (above), calculated separately for each of the three measures.

Comparative rates are also calculated by Indigenous status, for which Indigenous status is based on self-identification by students on their VET enrolment form.

Data source/s VET student data: All student data are unpublished and are sourced from NCVER National VET Provider data collections.

Population estimates:

Aboriginal and Torres Strait Islander population data are sourced from the ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026* (cat. no. 3238.0). Unpublished data from this source have been used for estimates of the Indigenous population aged 18-24 years.

Population data for all Australians are sourced from the following ABS publications. These data are referred to as estimated resident population (ERP) data:

- data for 2002 to 2006 and 2011: *Australian Demographic Statistics*, June 2011. Cat. no. 3101.0 (December 2011)
- data for 2007 to 2012: *Population by Age and Sex, Australian States and Territories, June 2007-2012*. Cat. no. 3101.0 (December 2007 to December 2012).

There are no comparable population data for the non-Indigenous population. Population estimates of the non-Indigenous population are therefore derived by subtracting Aboriginal and Torres Strait Islander population estimates from total population estimates.

Data Quality Framework Dimensions

Institutional environment

VET student data:

The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

Population estimates:

The ABS sources ERP data from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment

<http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument>

Relevance

VET student data:

The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

Population estimates:

The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

In preparing Indigenous population estimates, the ABS formulated assumptions on the basis of past demographic trends, in conjunction with consultation with various individuals and government department representatives at the national and state/territory level. Consultation occurred between May and July 2009, after which the assumptions were finalised.

TimelinessVET student data:

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in Students and Courses.

Population estimates:

Preliminary ERP data are compiled and published quarterly by the ABS, and is generally made available five to six months after the end of each reference quarter. Every year, the 30 June ERP is further disaggregated by sex and single year of age, and is made available five to six months after end of the reference quarter.

Final estimates are made available every 5 years after a census and revisions are made to the previous intercensal period. ERP data are not changed once finalised. Releasing preliminary, revised and final ERP involves a balance between timeliness and accuracy.

ABS Indigenous population estimates and projections are compiled and published once in each five year period; typically three years following the most recent census.

AccuracyVET student data:

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

General population estimates (ERP):

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment). For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2011 Census results were used to update quarterly population estimates between the 2006 and 2011 Census. For more information on rebasing see the feature article in the December quarter 2011 issue of Australian Demographic Statistics (cat. no. 3101.0).

Aboriginal and Torres Strait Islander population estimates:

The estimates of the Aboriginal and Torres Strait Islander population are based on results of the 2011 Census of Population and Housing, adjusted for net undercount as measured by the Post Enumeration Survey (PES).

The ABS conducts the PES shortly after the Census to determine how many people were missed in the Census and how many were counted more than once. For 2011, the net undercount of the Aboriginal and Torres Strait Islander population was 114 200 persons.

The extent of undercoverage of Aboriginal and Torres Strait Islander Australians in the 2011 Census and the relatively small sample size of the PES to adjust for that undercoverage means the estimates should be interpreted with caution. For more information see Technical Note: Estimated Aboriginal and Torres Strait Islander Australian Resident Population – Method of Calculation, Jun 2011 (cat. no. 3238.0.55.001).

CoherenceVET student data:

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

General population estimates (ERP):

ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation).

An improved method for calculating Net Overseas Migration (NOM) was applied from September quarter 2006 onwards. For further information see Information Paper: Improving Net Overseas Migration Estimation, Mar 2010 (cat. no. 3412.0.55.001).

Aboriginal and Torres Strait Islander population estimates:

The estimates and projections presented in the source publication are not consistent with, estimates and projections based on 2006 or other Censuses. Reasons include; Census collection methodologies have changed over time; there has been unexplained growth in the Aboriginal and Torres Strait Islander population between Censuses; and the methodology and scope of the PES has changed over time. Comparison of data across issues of this publication is not advised.

AccessibilityVET student data:

Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

ERP and Indigenous population estimates:

ERP and Indigenous population estimates are available in a variety of formats on the ABS website under the 3101.0, 3201.0 and 3238.0 product families and include time series spread sheets on population change, components of change. If the information is not available as a standard product, then ABS Consultancy Services can help with customised services. The National Information and Referral Service at the ABS can be contacted with inquiries about specific data requirements on 1300 135 070 or email client.services@abs.gov.au

Interpretability VET student data:

To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education

Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation

Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

ERP and Indigenous population estimates:

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

The source publications contain notes on the assumptions and methods used to produce the population estimates. It also contains Explanatory Notes and Glossary that provide information on the data sources, terminology, classifications and other technical aspects associated with these statistics.

Data Gaps/Issues Analysis

**Key data gaps/
issues**

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

- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.

Government recurrent expenditure per annual hour

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	Government recurrent expenditure per annual hour
Measure (computation)	<p><u>Definition</u></p> <p>Government recurrent expenditure divided by government funded annual hours.</p> <p><u>Numerator/s</u></p> <p>Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The reported government recurrent expenditure excludes capital expenditure.</p> <p><u>Denominator/s</u></p> <p>The total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions.</p>
Data source/s	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
Relevance	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
Timeliness	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) in July in the year following activity.

Accuracy Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at <http://www.ncver.edu.au/avetmiss/21064.html>

State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.

Coherence VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the numerator ('government recurrent expenditure') includes payments received by states and territories for VET in schools programs. In 2009, those payments for VET in schools previously excluded was approximately 0.2 per cent of government recurrent expenditure for VET.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.

Accessibility Summary information is available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21051.html>.

Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: <http://www.ncver.edu.au/statistic/21075.html>.

Interpretability To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <http://www.ncver.edu.au/avetmiss/21064.html>.

Data Gaps/Issues Analysis

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

Government recurrent expenditure per annual hour needs to be interpreted carefully because low or decreasing unit costs do not necessarily reflect a lessening of quality. The factors that have the greatest impact on efficiency include:

- training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member and differences in the length of training programs
- differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
- VET policies and practices, including the level of fees and charges paid by students.

Government recurrent expenditure per load pass

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	Government recurrent expenditure per load pass
Measure (computation)	<p><u>Definition</u></p> <p>Government recurrent expenditure divided by hours of publicly funded load pass.</p> <p><u>Numerator/s</u></p> <p>Government recurrent expenditure is calculated by adding the following AVETMISS financial statements revenue items for the government recurrent payments received by states and territories: Commonwealth National Agreement revenue, State recurrent revenue, Commonwealth Administered Programs revenue and revenue for VET expenses and liabilities of State/Territory training departments undertaken by another department or agency but required to be reported in the financial accounts of the training department. The reported government recurrent expenditure excludes capital expenditure.</p> <p><u>Denominator/s</u></p> <p>Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p>
Data source/s	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
Relevance	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
Timeliness	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) in July in the year following activity.
Accuracy	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at http://www.ncver.edu.au/avetmiss/21064.html.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>

Coherence VET in schools revenue can no longer be separated from the other specific purpose program payments made by the Australian Government to the states and territories. Hence, the numerator ('government recurrent expenditure') includes payments received by states and territories for VET in schools programs. In 2009, those payments for VET in schools previously excluded was approximately 0.2 per cent of government recurrent expenditure for VET.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

Accessibility Summary information is available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21051.html>.

Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: <http://www.ncver.edu.au/statistic/21075.html>.

Interpretability To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <http://www.ncver.edu.au/avetmiss/21064.html>.

Data Gaps/Issues Analysis

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

- Low unit costs can indicate efficient delivery of VET services per successfully completed load pass.
- The factors that have the greatest impact on efficiency include:
 - training related factors, such as class sizes, teaching salaries, teaching hours per full time equivalent staff member, and differences in the length of training programs
 - differences across jurisdictions, including socio-demographic composition, administrative scale, and dispersion and scale of service delivery
 - VET policies and practices, including the level of fees and charges paid by students.

User cost of capital per annual hour

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	User cost of capital per annual hour
Measure (computation)	<p><u>Definition</u></p> <p>The user cost of capital divided by government funded annual hours.</p> <p><u>Numerator/s</u></p> <p>User cost of capital is 8 per cent of the value of total physical non-current assets.</p> <p><u>Denominator/s</u></p> <p>Annual hours are the total hours of delivery based on the standard nominal hour value for each subject undertaken. These represent the hours of supervised training under a traditional delivery strategy. Annual hours are adjusted to account for invalid module enrolments.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above). Measure is adjusted for course mix differences across jurisdictions.</p>
Data source/s	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
Relevance	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
Timeliness	The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) in July in the year following activity.
Accuracy	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at http://www.ncver.edu.au/avetmiss/21064.html.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>

Coherence	<p>In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p> <p>In 2010, the invalid enrolment audit cycle changed, with states and territories now being audited for invalid enrolments over a three-year cycle rather than annually. For 2013 training activity, New South Wales, Victoria, and the Australian Capital Territory were audited and received a new invalid enrolment rate; the invalid enrolment rates for the other states and territories for 2013 are those calculated for 2012.</p>
Accessibility	<p>Summary information is available free of charge on NCVER's website at: http://www.ncver.edu.au/statistic/21051.html.</p> <p>Requests for more detailed statistical information can be made to NCVER. However, a charge will be generally made for more complex requests for information. See NCVER's fees and charges policy at: http://www.ncver.edu.au/statistic/21075.html.</p>
Interpretability	<p>To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: http://www.ncver.edu.au/avetmiss/21064.html.</p>

Data Gaps/Issues Analysis

Key data gaps/ issues	<p>The Steering Committee notes that user cost of capital per annual hour needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.</p>
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User cost of capital per load pass

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Output/efficiency.
Indicator	User cost of capital per load pass
Measure (computation)	<u>Definition</u> User cost of capital divided by hours of publicly funded load pass. <u>Numerator/s</u> User cost of capital is 8 per cent of the value of total physical non-current assets. <u>Denominator/s</u> Load pass is based on assessable enrolments of modules and units of competency achieved/passed and RPL, and does not include non-assessable enrolments. <u>Computation/s</u> Numerator (above) divided by denominator (above).
Data source/s	All data are unpublished and are derived from NCVER national financial and VET provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p>
Relevance	<p>The scope of the financial data collection covers all transactions that affect the financial performance, financial position and financing of the public VET system. The collection focuses on vocational education and training administered or provided by the main training authority or training department within each state and territory, their public training providers and the Department of Industry.</p> <p>The financial information has been extracted from accrual-based financial records.</p>
Timeliness	<p>The National VET Finance Collection is an annual collection of data. Audited data are submitted to NCVER (via state training authorities) in July in the year following activity.</p>
Accuracy	<p>Key financial data are audited to provide additional assurance on the quality of the reported data and consistent adoption of the requirements of the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).</p> <p>Differences exist across the accounting policies applied by state and territory governments; for example, in relation to the valuation and measurement of investments and property, and plant and equipment. Details of accounting policies for each jurisdiction are in the AVETMISS for VET financial data located at http://www.ncver.edu.au/avetmiss/21064.html.</p> <p>State and territory governments and the Australian Government were not required to submit detailed working papers. The data are supported by relevant working papers held by them and, where possible, reconciled to public documents such as annual reports and budget papers.</p>
Coherence	<p>In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p>

Accessibility Summary information is available free of charge on NCVET's website at: <http://www.ncver.edu.au/statistic/21051.html>.

Requests for more detailed statistical information can be made to NCVET. However, a charge will be generally made for more complex requests for information. See NCVET's fees and charges policy at: <http://www.ncver.edu.au/statistic/21075.html>.

Interpretability To aid interpretation, a statistical standard for the National VET Finance Collection is provided at: <http://www.ncver.edu.au/avetmiss/21064.html>.

Data Gaps/Issues Analysis

**Key data gaps/
issues**

The Steering Committee notes that user cost of capital per load pass needs to be interpreted carefully because low unit costs may not necessarily reflect a lessening of quality. Differences in some input costs (for example, land values) can affect reported costs across jurisdictions without necessarily reflecting the efficiency of service delivery. The user cost of capital for land is presented separately from the cost of other assets, to allow users assessing the results to consider any differences in land values across jurisdictions. The Steering Committee has adopted a nominal user cost of capital rate of 8 per cent, although the actual rate may vary across jurisdictions. The basis for the 8 per cent capital charge is discussed in chapter 2.

Student employment and further study outcomes

Proportion of graduates who were employed and/or continued on to further study after completing their course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates who were employed and/or continued on to further study after completing their course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who were employed and/or enrolled in further study on the last Friday in May of the nominated year, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance

The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2013 Student Outcomes Survey

<i>Funding Type</i>	<i>Provider Type</i>		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVER website in December 2013.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVER, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2013 survey are shown in table 1.

Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state

State/Territory	Response rate (%)
New South Wales	43.4
Victoria	40.9
Queensland	41.3
Western Australia	40.4
South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
Australia	41.9

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

Coherence The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)
- The response rate to this survey was 41.9 per cent in 2013. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Proportion of graduates employed after completing their course who were unemployed before the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates employed after completing their course who were unemployed before the course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates employed on the last Friday in May of the nominated year who were unemployed prior to commencing their training, and who completed their training during the year prior to the nominated year.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, who were unemployed prior to commencing their training.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none">• Publicly funded VET activity (all providers)• Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2013 Student Outcomes Survey

<i>Funding Type</i>	<i>Provider Type</i>		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2013 survey are shown in table 1.

Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state

State/Territory	Response rate (%)
New South Wales	43.4
Victoria	40.9
Queensland	41.3
Western Australia	40.4
South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
Australia	41.9

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

Coherence The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

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

gaps/ issues

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)
- The response rate to this survey was 41.9 per cent in 2013. NCVER analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Proportion of graduates who improved their employment circumstances after completing their course

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

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates who improved their employment circumstances after completing their course.</p> <p><u>Numerator/s</u></p> <p>Number of VET graduates with an improved employment status after training.</p> <p><u>Denominator/s</u></p> <p>The number of VET graduates (less those with all three numerator variables not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a vocational education and training (VET) provider in Australia. This excludes those students who left their training before completing a qualification.</p> <p>Data are included by Indigenous status and remoteness.</p> <p>'Improved employment status' is defined as any one of the following:</p> <ul style="list-style-type: none">• employment status changing from not employed before training (both unemployed and not in labour force) to employed after training (both full time and part time employed)• employed at a higher skill level (based on ANZSCO) after training (regardless of full time or part time employment status before and after training)• received one of the following job related benefits: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits after completing their training.
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. It has been conducted by the National Centre for Vocational Education and Research (NCVER) since 1997.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see www.ncver.edu.au/about_ncver/who.html</p>
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Relevance The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers.

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2013 Student Outcomes Survey

<i>Funding Type</i>	<i>Provider Type</i>		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

Accuracy In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2013 survey are shown in table 1.

Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state

State/Territory	Response rate (%)
New South Wales	43.4
Victoria	40.9
Queensland	41.3
Western Australia	40.4
South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
Australia	41.9

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

Coherence

The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility

Results of the survey are available free of charge on NCVER's website at: [www.ncver.edu.au/statistic/21065.html]. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to: NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]

Interpretability

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)
- The response rate to this survey was 41.9 per cent in 2012. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one job-related benefit from completing the course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student employment and further study outcomes
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of graduates who undertook their course for employment-related reasons and were employed after completing their course, who reported at least one work-related benefit from completing the course.</p> <p><u>Numerator/s</u></p> <p>Number of persons who:</p> <ul style="list-style-type: none">• (a) completed training during the year prior to the nominated year, and• (b) undertook that training for employment-related reasons, and• (c) were employed on the last Friday in May of the nominated year, and• (d) reported as having received one of the following job related benefits: set up or expanded their own business, got a promotion, increased their earnings, or other job-related benefit after completing their training. <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.

Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.

The scope of the survey is nationally recognised VET (Figure 1).

The survey includes:

- Publicly funded VET activity (all providers)
- Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2013 Student Outcomes Survey

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

Accuracy In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

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Response rates to the 2013 survey are shown in table 1.

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Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
Australia	41.9

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

Coherence

The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility

Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability

To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- Annual data are available from the Student Outcomes Survey. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)
- The response rate to this survey was 41.9 per cent in 2013. NCVET analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Student achievement in VET

Load pass rate

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student achievement in VET
Measure (computation)	<p><u>Definition</u></p> <p>The ratio of hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency to all hours of students who were assessed and either passed, failed or withdrew.</p> <p><u>Numerator/s</u></p> <p>Government funded recurrent hours attributed to students who gained competencies/passed assessment in an assessable module or unit of competency</p> <p><u>Denominator/s</u></p> <p>All Government funded recurrent hours of students who were assessed and either passed, failed or withdrew.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for all VET students and VET target groups:</p> <ul style="list-style-type: none">• students with disability• students speaking a language other than English at home• students from remote and very remote areas• Indigenous students <p>Achievement by VET target groups can also indicate the equity of outcomes for these groups.</p>
Data source/s	All data are unpublished and are derived from NCVER National VET Provider data collections.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> • recreation, leisure and personal enrichment • fee-for-service VET by private providers • delivery undertaken at overseas campuses of Australian VET institutions • credit transfer • VET delivered in schools, where the delivery has been undertaken by schools.
Timeliness	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in Students and Courses.</p>
Accuracy	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to http://www.ncver.edu.au/avetmiss/21055.html).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:</p> <ul style="list-style-type: none"> • Percentage of unknown data • The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing • Inappropriate training organisation delivery locations • The number of qualifications/courses that do not match the NTIS listing • The number of modules/units of competency that do not match the NTIS listing • Duplicate client identification • Duplicate qualifications completed • Reporting scopes • Funding sources • Outcome identifiers
Coherence	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html.</p> <p>In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.</p>

Accessibility Summary information is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- Load pass rate is a measure of students' success, which has an impact on a student's attainment of skills. High 'load pass rates' and 'number of students who commenced and completed' indicate that student achievement is high, which is desirable. The rates for target groups, relative to those for the general student population, indicate whether students from target groups are as successful as other students.
- Care needs to be taken in comparing data across jurisdictions because average module durations vary across jurisdictions.

Proportion of VET graduates with improved education/training status after training

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

Indicator definition and description

Element	Outcomes.
Indicator	Student achievement in VET
Measure (computation)	<p><u>Definition</u></p> <p>The number of VET qualifications completed by students who have completed a course at a higher education level than their previous highest education level achieved (based on AQF), as a proportion of the number of VET course enrolments.</p> <p><u>Numerator/s</u></p> <p>The number of VET AQF qualification completions by students who have completed a course at a higher education level than their previous highest education level</p> <p><u>Denominator/s</u></p> <p>The number of VET AQF course enrolments.</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for all VET students and:</p> <ul style="list-style-type: none">• students aged 20-64 years• students by Indigenous status• students by remoteness (based on students' home postcode).• The hierarchy for highest level of education is as follows:• Advanced diploma or above• Diploma• Certificate IV• Certificate III• Certificate II/Year 12• Certificate I• Year 11• Year 10• Year 9 or below• Miscellaneous education• Did not go to school <p>'Not stated' responses have been excluded from the computation.</p>
Data source/s	All data are derived from the National VET Provider Collection.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see [www.ncver.edu.au/about_ncver/who.html]</p>
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Relevance	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> • recreation, leisure and personal enrichment • fee-for-service VET by private providers • delivery undertaken at overseas campuses of Australian VET institutions • credit transfer • VET delivered in schools, where the delivery has been undertaken by schools.
Timeliness	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in the first week of July 2014 in Students and Courses.</p> <p>A small proportion of qualification completions data are not reported as they are submitted by state and territories more than two years after the completion year. At the national level, it is estimated that 1.2 per cent of the data are not reported in the time frame.</p>
Accuracy	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to [www.ncver.edu.au/avetmiss/21055.html]).</p> <p>Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:</p> <ul style="list-style-type: none"> • Percentage of unknown data • The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing • Inappropriate training organisation delivery locations • The number of qualifications/courses that do not match the NTIS listing • The number of modules/units of competency that do not match the NTIS listing • Duplicate client identification • Duplicate qualifications completed • Reporting scopes • Funding sources • Outcome identifiers
Coherence	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see [www.ncver.edu.au/avetmiss/21055.html]. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html.</p>

Accessibility Summary information is available free of charge in Students and Courses on NCVET's website at: [www.ncver.edu.au/statistic/21053.html]. Requests for more detailed statistical information can be made to: NCVET on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]

Interpretability To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

Australian Classification of Education (ASCED) (ABS Cat. no. 1272.0) to classify the level and field of education

Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS Cat. no. 1220.0) to classify occupation

Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

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

- Using enrolments as the denominator allows this indicator to assess the overall performance of the VET system, as it includes those people who started training but did not complete (and therefore did not improve their educational status). A supplementary measure using completions as the denominator is reported separately by the COAG Reform Council (CRC) for additional information, and is available in *Skills and Workforce Development 2011: Comparing performance across Australia* (CRC 2012)
- A VET student may be enrolled in more than one VET training program, and therefore there are more 'course enrolments' in the VET system than 'students'. This distinction between student numbers and the number of course enrolments may be of importance if comparing VET data in this chapter with other VET data.
- Qualification completions data include both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other completions data reported in the VET chapter (i.e. completed modules and units of competency), which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data that does not enable correct disaggregation of completions by funding source.

Number of students who commenced and completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student achievement in VET
Measure (computation)	<p><u>Definition</u></p> <p>(a) The number of VET students in a given year who commenced a course and eventually completed their course, expressed as an estimated proportion of all course commencing enrolments in that year</p> <p>(b) Estimated subject pass rates for students commencing in a particular year</p> <p><u>Numerator/s</u></p> <p>(a) The number of VET AQF qualification completions by students who have commenced a course in a particular year</p> <p>(b) The number of hours, or full-year training equivalents (FYTEs), attributed to students who gain competencies/passed assessment in an assessable module or unit of competency by students who have commenced a course in a particular year</p> <p><u>Denominator/s</u></p> <p>(a) The number of VET AQF course commencements in a given year</p> <p>(b) The number of hours, or full-year training equivalents (FYTEs), attributed to all students who were assessed and either passed, failed or withdrew. by students who have commenced a course in a particular year</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for (a) and (b) above, using an estimation process.</p>
Data source/s	All data are derived from the National VET Provider Collection.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none">• recreation, leisure and personal enrichment• fee-for-service VET by private providers• delivery undertaken at overseas campuses of Australian VET institutions• credit transfer <p>VET delivered in schools, where the delivery has been undertaken by schools.</p>

Timeliness	The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary publication, <i>The likelihood of completing a VET qualification, 2009—2012</i> , was published in August 2014.
Accuracy	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to http://www.ncver.edu.au/avetmiss/21055.html).</p> <p>Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs). Some of the KPMs include:</p> <ul style="list-style-type: none"> • Percentage of unknown data • The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing • Inappropriate training organisation delivery locations • The number of qualifications/courses that do not match the NTIS listing • The number of modules/units of competency that do not match the NTIS listing • Duplicate client identification • Duplicate qualifications completed • Reporting scopes • Funding sources • Outcome identifiers
Coherence	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html</p> <p>The relatively large decrease in completion rates for the Australian Capital Territory in 2012 is due to changes in the name encryption of some students across collection years, leading to a mismatch between qualification completions and enrolments.</p>
Accessibility	<p>Summary information is available free of charge on NCVER's website at: http://www.ncver.edu.au/publications/2743.html. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<p>To aid interpretation, information on the National VET Provider Collection, AVETMISS, and <i>The likelihood of completing a VET qualification</i> are available on the NCVER website.</p> <p>Among other standards detailed in AVETMISS, the publication uses the:</p> <ul style="list-style-type: none"> • <u>Australian Classification of Education (ASCED) (ABS cat. no. 1272.0)</u> to classify the level and field of education.

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- Estimated qualification completion rates need to be interpreted with caution due to data collection and methodological issues in tracking students and the qualifications they enrol in across different years of the National VET Provider Collection. Information on the matching variables (i.e. date of birth, sex, encrypted name identifier) may be missing or inaccurate in one or more years. The qualification record identifier may also in some rare cases change between enrolment and completion where a particular training package qualification has been superseded.
- It should be noted that not all students intend to complete an entire qualification but rather only wish to complete specific modules or units of competency. The reporting of these students varies across states and territories. In some jurisdictions, students wishing to only complete a specific component of a qualification are required to formally enrol in that qualification for data collection purposes, whereas in other jurisdictions they are not. For this reason, caution should be taken when interpreting qualification completion rates across states and territories.

Student satisfaction with VET

Proportion of students who achieve their main reason for doing a VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student satisfaction with VET
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of students who achieve their main reason for doing a VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that the training either helped or partially helped them achieve their main reason for undertaking that training.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Student Outcomes Survey collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none">• Publicly funded VET activity (all providers)• Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers

The survey excludes:

- Recreation, leisure and personal enrichment (non-vocational programs)
- Privately funded VET activity delivered by private providers
- VET activity delivered at overseas campuses of Australian VET institutions
- VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2013 Student Outcomes Survey

Funding Type	Provider Type		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness

The *Student Outcomes Survey* (SOS) is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

Accuracy

In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2013 survey are shown in table 1.

Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state

State/Territory	Response rate (%)
New South Wales	43.4
Victoria	40.9
Queensland	41.3
Western Australia	40.4
South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
Australia	41.9

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due

	to small sample sizes.
Coherence	<p>The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.</p> <p>Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.</p>
Accessibility	<p>Results of the survey are available free of charge on NCVER's website at: http://www.ncver.edu.au/statistic/21065.html. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>
Interpretability	<p>To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.</p> <p>The survey uses the:</p> <ul style="list-style-type: none"> • Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education • Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry • Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation • Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness. <p>Other standards used include the ABS standard question on:</p> <ul style="list-style-type: none"> • Indigenous status • Country of birth • Main Language Other than English Spoken at Home • Labour force status <p>Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html</p>

Data Gaps/Issues Analysis

Key data gaps/ issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none"> • Annual data are available from the <i>Student Outcomes Survey</i>. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012) • The response rate to this survey was 41.9 per cent in 2013. NCVER analysis found that the non-response was not likely to have affected the quality of the results. • Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution. • Percentages in tables are rounded and may not sum to 100. • The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.
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Proportion of students who were satisfied with the quality of their completed VET course

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Student satisfaction with VET
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of students who were satisfied with the quality of their completed VET course.</p> <p><u>Numerator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year, and who reported that they were 'satisfied' or 'very satisfied' with their training program.</p> <p><u>Denominator/s</u></p> <p>Number of graduates who completed their training during the year prior to the nominated year (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above).</p> <p>'Graduate' is defined as a past student who was awarded a qualification from a VET provider in Australia.</p>
Data source/s	<p>All data are derived from the <i>Student Outcomes Survey</i> (SOS), which is an annual survey of students who successfully complete VET in Australia. This survey is conducted by the NCVER.</p> <p>The sample for the survey is drawn from the National VET Provider Collection.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The <i>Student Outcomes Survey</i> (SOS) collects information on students' employment outcomes and satisfaction with VET in Australia. Data are collected by mail-out survey with an option to complete the survey on-line.</p> <p>Information about the level and type of training students undertake, further study patterns and reasons for not continuing with the training (where applicable) is also collected.</p> <p>The scope of the survey is nationally recognised VET (Figure 1).</p> <p>The survey includes:</p> <ul style="list-style-type: none">• Publicly funded VET activity (all providers)• Privately funded VET activity delivered by TAFE institutions, ACE providers, and other government providers <p>The survey excludes:</p> <ul style="list-style-type: none">• Recreation, leisure and personal enrichment (non-vocational programs)• Privately funded VET activity delivered by private providers• VET activity delivered at overseas campuses of Australian VET institutions• VET activity delivered in schools.

This scope has been in place since 2005. Prior to 2005, information was only collected from students undertaking Commonwealth/State funded programs through TAFE.

Figure 1: Scope of the 2013 Student Outcomes Survey

<i>Funding Type</i>	<i>Provider Type</i>		
	TAFE and Other Government providers	Private Providers	Community Education Providers ^a
Commonwealth and state funded	✓	✓	✓
Fee-for-service	✓		✓

^a This information is only collected in New South Wales and Victoria.

Timeliness The Student Outcomes Survey is conducted every year. The reference date is the last Friday in May of the year after the training was completed. Results from the 2013 survey (for students who completed their training in 2012) were released on the NCVET website in December 2013.

Accuracy In odd years, the sample is designed for reporting at the national, state/territory and institute level. In even years, a smaller sample is used for reporting at the national and state/territory level only. The survey is undertaken as a stratified, randomly selected sample, with survey responses weighted to population benchmarks from the National VET Provider Collection.

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data. Three analyses are conducted to determine the impact of non-response and mode bias. They are performed on weighted and unweighted data and include:

- a comparison of the responding sample with the mailing list sample
- a comparison of the characteristics of the responding sample with non-respondents. Information on a sample of non-respondents is collected via telephone interview
- a comparison of the results obtained from mail and online completion.

Response rates to the 2013 survey are shown in table 1.

Table 1: Response rates for graduates to the 2013 Student Outcomes Survey by state

State/Territory	Response rate (%)
New South Wales	43.4
Victoria	40.9
Queensland	41.3
Western Australia	40.4
South Australia	46.1
Tasmania	44.7
Australian Capital Territory	41.0
Northern Territory	38.8
Australia	41.9

For 2013, the indicator has acceptable (less than 25 per cent) relative standard errors (RSEs) for all VET graduates at the national and state/territory level. When data are disaggregated by Indigenous status, some RSEs are consistently above 25 per cent due to small sample sizes.

Coherence The majority of data items have not changed since the survey was first conducted in 1997. The scope of the survey has increased over time. Until 2000, the survey was restricted to TAFE students. From 2000, it was expanded to include students from Adult and Community Education, private and other government providers.

Two questionnaires are used to collect the data. The main questionnaire is sent to students from TAFE, other Government and private providers. A separate shorter questionnaire is sent to students from Adult and Community Education (ACE) providers.

Accessibility Results of the survey are available free of charge on NCVER's website at: <http://www.ncver.edu.au/statistic/21065.html>. Requests for more detailed statistical information or further information about the Student Outcomes Survey can be made to NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation of the data, information on the Student Outcomes Survey is available on the NCVER website.

The survey uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Industry Classification (ANZSIC) (ABS cat. no. 1292.0) to classify industry
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Australian Statistical Geography Standard (ASGS): Volume 5 - Remoteness Structure (ABS cat. no.1270.0.55.005) together with the Accessibility/Remoteness Index of Australia (ARIA) to classify remoteness.

Other standards used include the ABS standard question on:

- Indigenous status
- Country of birth
- Main Language Other than English Spoken at Home
- Labour force status

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2012, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2012 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html

Data Gaps/Issues Analysis

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

- Annual data are available from the *Student Outcomes Survey*. The most recent available data are for 2013 (outcomes of students in 2013 who completed qualifications in 2012)
- The response rate to this survey was 41.9 per cent in 2013. NCVER analysis found that the non-response was not likely to have affected the quality of the results.
- Data are of acceptable accuracy at the national level, but some data disaggregated by Indigenous status by State and Territory have relative standard errors greater than 25 per cent and should be used with caution.
- Percentages in tables are rounded and may not sum to 100.
- The size of the RSEs affects the ability to identify small year to year movements in some disaggregated measures for this indicator for some jurisdictions.

Skill outputs from VET

Qualifications completed, and annual change in qualifications completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.
Measure (computation)	<p>This DQI material covers the measure 'qualifications completed' and the relevant component (underlined as follows) of the related measure — 'annual change in <u>qualifications completed</u>, units of competency completed and modules completed, and annual change in Qualification equivalents.'</p> <p><u>Definition</u></p> <p>Qualifications completed is defined as the number of qualifications achieved/passed each year by both government funded and non-government funded VET students, where a qualification is a certification to a person on successful completion of a course in recognition of having achieved particular knowledge, skills or competencies.</p> <p>Annual change in qualifications completed is defined as the percentage change of qualifications achieved/passed from year to year.</p> <p><u>Computation/s:</u></p> <p>A count of the number of qualifications/courses completed, submitted in the <i>Qualifications completed file</i> of the VET provider collection by registered training providers.</p> <p>Annual change in qualifications completed is the percentage change in the number of qualifications completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.</p> <p>Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.</p>
Data source/s	All student data are unpublished and are sourced from NCVER National VET Provider data collection.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> • recreation, leisure and personal enrichment • fee-for-service VET by private providers • delivery undertaken at overseas campuses of Australian VET institutions • credit transfer • VET delivered in schools, where the delivery has been undertaken by schools.
Timeliness	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in <i>Students and Courses</i>.</p> <p>A small proportion of 'Qualifications Completed' data are not reported as they are submitted by state and territories more than two years after the completion year. At the national level, it is estimated that 1.2 per cent of the data are not reported in the time frame.</p>
Accuracy	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to http://www.ncver.edu.au/avetmiss/21055.html).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).</p>
Coherence	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html</p>
Accessibility	<p>Summary information is available free of charge in <i>Students and Courses</i> on NCVET's website at: http://www.ncver.edu.au/statistic/21053.html. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or vet_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>

Interpretability To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

Data Gaps/Issues Analysis

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

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.
- Data on qualifications completed includes both government and non-government funded VET students attending TAFE, and only government funded students from private providers. This differs to other completions data reported in the VET chapter, which are reported for government-funded students only (in keeping with the scope of the VET chapter focusing on government-funded activity). This is due to a limitation of the data that does not enable correct disaggregation of completions by funding source.
- It should be noted that not all students intend to complete an entire qualification but rather only wish to complete specific modules or units of competency. The reporting of these students varies across states and territories. In some jurisdictions, students wishing to only complete a specific component of a qualification are required to formally enrol in that qualification for data collection purposes, whereas in other jurisdictions they are not. For this reason, caution should be taken when interpreting qualification completion rates across states and territories.

Units of competency and modules completed, and annual change in units of competency and modules completed

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.
Measure (computation)	<p>This DQI material covers the measure 'units of competency completed' and the relevant component (underlined as follows) of the related measure — '<u>annual change in qualifications completed, units of competency completed and modules completed</u>, and annual change in Qualification equivalents.'</p> <p>Units of competency and modules are calculated separately and then added together for this measure. Both units of competency and modules completed are included in the Report, as well as the combined figure.</p> <p><u>Definition</u></p> <p>Units of competency completed is defined as the number of units of competency successfully achieved/passed each year by government funded VET students, where a unit of competency is defined as a component of a competency standard and/or a statement of a key function or role in a particular job or occupation, endorsed within a national training package.</p> <p>A unit of competency is the smallest component of a VET program that can be assessed and recognised in the VET system for collection purposes.</p> <p>Annual change in units of competency completed is defined as the percentage change of units of competency achieved/passed from year to year.</p> <p>Modules completed is defined as the number of modules (outside training packages) successfully achieved/passed each year by government funded VET students, where a module (also called a subject) is a unit of education or training which can be completed on its own or as part of a course. Modules may also result in the attainment of one or more units of competency.</p> <p>A module is a unit of training in which a student can enrol and be assessed.</p> <p>Annual change in modules completed is defined as the percentage change of modules achieved/passed from year to year.</p> <p><u>Computation/s:</u></p> <p>Units of competencies completed is the total count of records with a flag of 'C' for the <i>unit of competency file</i> which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.</p> <p>Annual change in units of competency completed is the percentage change in the number of units of competency completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.</p> <p>Modules completed is the total count of records with a flag of 'M' for the <i>unit of competency file</i> which are indicated as successfully completed and submitted for the VET Provider data collection by registered training providers.</p> <p>Annual change in modules completed is the percentage change in the number of modules completed from one year to the subsequent year, where the number for the prior year is the numerator and number for the subsequent year is the denominator.</p> <p>Comparative data are also reported for VET target groups (residents of remote and very remote areas, people with disability, people speaking a language other than English at home and by Indigenous status), where classification by these target groups is based on self-identification by students on their VET enrolment form.</p>

Data source/s All student data are unpublished and are sourced from NCVET National VET Provider data collection.

Data Quality Framework Dimensions

Institutional environment The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.

NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.

For further information on the NCVER, see <http://www.ncver.edu.au/aboutncver/who.html>

Relevance The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

Timeliness The National VET Provider Collection is an annual collection of data. Data are submitted to NCVER (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in *Students and Courses*.

Accuracy The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVER. Prior to submissions to NCVER, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVER they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).

Coherence AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>

Accessibility Summary information is available free of charge in *Students and Courses* on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>. Requests for more detailed statistical information can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

Interpretability To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

Data Gaps/Issues Analysis

**Key data gaps/
issues**

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

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.
- Units of competency completed is not directly comparable, as the mix of units is not necessarily comparable across jurisdictions or across years.
- Modules completed is not directly comparable, as the mix of modules is not necessarily comparable across jurisdictions or across years.
- Units of competency and modules completed (in combination) are also not directly comparable.

Qualification Equivalents, and annual change in Qualification Equivalents

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	'Skill outputs from VET' is a proxy for 'skill profile', which is currently unable to be measured.
Measure (computation)	<p>This DQI material covers the measure 'Qualification Equivalents' and the relevant component (underlined as follows) of the related measure — 'annual change in qualifications completed, units of competency completed and modules completed, and <u>annual change in Qualification equivalents</u>.'</p> <p><i>For Qualification Equivalents:</i></p> <p><u>Definition</u></p> <p>Expresses skill outputs in terms of equivalent qualifications within each AQF level and Field of Education. Qualification Equivalents are based on the training activity (annual hours) associated with successful completions of modules and units of competency by government funded VET students, divided by an agreed value of training activity representing a qualification.</p> <p><u>Numerator/s</u></p> <p>The annual hours associated with successfully completed modules and units of competency.</p> <p><u>Denominator/s</u></p> <p>An agreed (nominal) value of training activity representing a qualification (where the value is the median number of hours that are required to successfully complete a qualification in that AQF level and Field of Education).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for activity at all qualification levels, at certificate I or II, at certificate III or IV, and at diploma level and above.</p> <p><i>For annual change in Qualification Equivalents:</i></p> <p><u>Computation/s:</u></p> <p>Annual change in Qualification Equivalents is the percentage change in Qualification Equivalents from one year to the subsequent year calculated separately for activity at certificate III or IV and at diploma level and above, where the number for the prior year is the numerator and number for the subsequent year is the denominator.</p> <p>Comparative data are also reported by Indigenous status, where Indigenous status is based on self-identification by students on their VET enrolment form.</p>
Data source/s	All student data are unpublished and are sourced from NCVER National VET Provider data collection.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance	<p>The National VET Provider Collection collects information relating to students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.</p> <p>The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.</p> <p>Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.</p> <p>This collection does not report on the following types of training activity:</p> <ul style="list-style-type: none"> • recreation, leisure and personal enrichment • fee-for-service VET by private providers • delivery undertaken at overseas campuses of Australian VET institutions • credit transfer • VET delivered in schools, where the delivery has been undertaken by schools.
Timeliness	<p>The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2013 data was released in early July 2014 in <i>Students and Courses</i>.</p>
Accuracy	<p>The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.</p> <p>Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to http://www.ncver.edu.au/avetmiss/21055.html).</p> <p>Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting against agreed Key Performance Measures (KPMs).</p>
Coherence	<p>AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html. From 2012, data comply with release 6.1 of AVETMISS, whereas previous collections complied with earlier releases. For details, see http://www.ncver.edu.au/avetmiss/21055.html</p>
Accessibility	<p>Summary information is available free of charge in <i>Students and Courses</i> on NCVET's website at: http://www.ncver.edu.au/statistic/21053.html. Requests for more detailed statistical information can be made to NCVET on (08) 8230 8400 or vet_req@ncver.edu.au</p> <p>A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at http://www.ncver.edu.au/statistic/21075.html</p>

Interpretability To aid interpretation, information on the National VET Provider Collection, AVETMISS, and Students and Courses is available on the NCVET website.

Among other standards detailed in AVETMISS, the collection uses the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
- Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

Data Gaps/Issues Analysis

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

issues

- The outcomes indicator 'skill profile' is currently unable to be measured, and in the interim 'skill outputs from VET' is reported as a proxy for skill profile.

Employer engagement with VET

Data quality information for this indicator has been drafted by the National Centre for Vocational Education Research (NCVER) and the Secretariat, in consultation with the VET Working Group.

Indicator definition and description

Element	Outcomes.
Indicator	Employer engagement with VET
Measure (computation)	<p><u>Definition</u></p> <p>Employer engagement with VET.</p> <p><u>Numerator/s</u></p> <p>Number of employers who in the 12 months preceding the interview:</p> <ul style="list-style-type: none">• (a) had employees undertaking apprenticeships/traineeships, or• (b) arranged or provided nationally recognised training (other than apprenticeships/traineeships) for employees, or• (c) had employees with formal vocational qualifications as a requirement of their job. <p><u>Denominator/s</u></p> <p>Number of employers (less those with the numerator variable not stated).</p> <p><u>Computation/s:</u></p> <p>Numerator (above) divided by denominator (above), calculated separately for each of the three categories of employer stated for the numerator.</p> <p>An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.</p>
Data source/s	All data are derived from the <i>Survey of Employer Use and Views of the VET System</i> (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
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Relevance	<p>The Survey of Employers' Use and Views of the VET System collects information on employers' use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.</p> <p>Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.</p> <p>The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as "a person working in, or operating from, this organisation including full time, part time and casual employees." An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.</p> <p>The following organisations are out of scope of the survey:</p> <ul style="list-style-type: none"> • self-employed and not employing staff • private households employing staff • foreign diplomatic missions • consulates in Australia • defence force establishments • superannuation funds.
Timeliness	<p>The Survey of Employers' Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers' training experiences in the 12 months preceding their interview. Results from the 2013 survey were released on the NCVET website on 28 October 2013.</p>
Accuracy	<p>In 2013, the survey was designed to produce estimates at the state, industry and employer size levels, with the following approximate standard errors (SE):</p> <ul style="list-style-type: none"> • 2.5 per cent for state-level estimates • 5 per cent for industry-level estimates • 1.5 per cent for employer-size level estimates • 1 per cent for Australia level estimates. <p>Previous surveys were designed to produce estimates with the following approximate relative standard errors (RSE): less than 8 per cent for state-level estimates</p> <ul style="list-style-type: none"> • less than 16 per cent for industry-level estimates • less than 6 per cent for employer-size level estimates • less than 3 per cent for Australia level estimates. <p>Employers in scope of the survey were randomly selected and stratified by:</p> <ul style="list-style-type: none"> • State (each of the 8 states and territories) • Industry (19 ANZSIC divisions) • Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees). <p>Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data.</p> <p>In 2013, a total of 9052 interviews were conducted. Response rates to the 2011 survey are shown in table 1.</p>

Table 1: Response rates to the 2013 Survey of Employers' Use and Views of VET by state

State/Territory	Response rate (%)
New South Wales	73.3
Victoria	71.0
Queensland	74.7
Western Australia	75.8
South Australia	75.7
Tasmania	82.0
Australian Capital Territory	79.7
Northern Territory	82.4
Australia	75.2

The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

Coherence This is the fifth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007, 2009 and 2011. Data from the previous four surveys have been revised to ensure comparability with the 2013 survey.

Accessibility Results of the survey are available free of charge on NCVET's website at: www.ncver.edu.au/statistic/21066.html. Requests for more detailed statistical information or further information about the Survey of Employers' Use and Views of the VET System can be made to:

NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVET for more complex requests for information. See NCVET's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]

Interpretability To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVET website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC)

Data Gaps/Issues Analysis

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

- Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2013. Data from 2011, 2009, 2007 and 2005 are available in this report.
- Data are of acceptable accuracy at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line, and on request.
- Improvements have been made to the weighting methodology applied to responses to the Survey of Employer Use and Views of the VET system (see Employer's use and views of the VET system, 2013: improved weighting methodology <<http://www.ncver.edu.au/publications/2675.html>>). Results for the 2013 survey are obtained using this improved methodology, which has been applied to data from previous years to maintain the time series. For the latest data, including updated time series, please visit the NCVET website, www.ncver.edu.au.

Employer satisfaction with VET

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

Indicator definition and description

Element	Outcomes.
Indicator	Employer satisfaction with VET
Measure (computation)	<p><u>Definition</u></p> <p>Employer satisfaction with the VET system.</p> <p><u>Numerator</u></p> <p>Employers who reported as being satisfied or very satisfied with the VET system in meeting their skill needs.</p> <p><u>Denominator</u></p> <p>Number of employers engaged with the VET system (less those with the numerator variable not stated)</p> <p><u>Computation/s:</u></p> <p>The measure is calculated separately for the number of employers who in the 12 months preceding the interview:</p> <ul style="list-style-type: none">• had employees undertaking apprenticeships/traineeships, or• arranged or provided nationally recognised training (other than apprenticeships /traineeships) for employees, or• had employees with formal vocational qualifications as a requirement of their job. <p>An 'employer' is defined as an organisation in Australia with at least one employee (in the 12 months preceding the interview). An 'employee' is defined as 'a person working in, or operating from, this organisation including full-time, part-time and casual employees'.</p>
Data source/s	All data are derived from the <i>Survey of Employer Use and Views of the VET System</i> (SEUV), which is a biennial survey. This survey collects information about employers' use and views of the VET system and the various ways employers use the VET system to meet their skill needs.

Data Quality Framework Dimensions

Institutional environment	<p>The National Centre for Vocational Education Research (NCVER) is a not for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p>
Relevance	<p>The Survey of Employers' Use and Views of the VET System collects information on employers' use and views of the vocational education and training (VET) system. Data are collected by computer assisted telephone interview.</p> <p>Information about the various ways in which Australian employers use the VET system and unaccredited training to meet their skill needs and their satisfaction with these methods of training is also collected.</p> <p>The scope of the survey is all organisations in Australia with at least one employee. For this survey, an employee is defined as "a person working in, or operating from, this organisation including full time, part time and casual employees." An owner/operator is not classed as an employee, regardless of whether they pay themselves a wage.</p>

The following organisations are out of scope of the survey:

- self-employed and not employing staff
- private households employing staff
- foreign diplomatic missions
- consulates in Australia
- defence force establishments
- superannuation funds.

Timeliness

The Survey of Employers' Use and Views of the VET System is conducted every second year. The survey is conducted by telephone interview between March and May and the results relate to employers' training experiences in the 12 months preceding their interview. Results from the 2013 survey were released on the NCVET website on 28 October 2013.

Accuracy

In 2013, the survey was designed to produce estimates at the state, industry and employer size levels, with the following approximate standard errors (SE):

- 2.5 per cent for state-level estimates
- 5 per cent for industry-level estimates
- 1.5 per cent for employer-size level estimates
- 1 per cent for Australia level estimates.

Previous surveys were designed to produce estimates with the following approximate relative standard errors (RSE): less than 8 per cent for state-level estimates

- less than 16 per cent for industry-level estimates
- less than 6 per cent for employer-size level estimates
- less than 3 per cent for Australia level estimates.

Employers in scope of the survey were randomly selected and stratified by:

- State (each of the 8 states and territories)
- Industry (19 ANZSIC divisions)
- Employer size (small = 1-9 employees, medium = 10-99 employees, large = 100 or more employees).

Potential sources of error in survey data include failure to complete the survey or failure to answer every applicable question. Neither of these sources of error is considered, by NCVET, to have affected the quality of data.

In 2013, a total of 9052 interviews were conducted. Response rates to the 2013 survey are shown in table 1.

Table 1: Response rates to the 2013 Survey of Employers' Use and Views of VET by state

State/Territory	Response rate (%)
New South Wales	73.3
Victoria	71.0
Queensland	74.7
Western Australia	75.8
South Australia	75.7
Tasmania	82.0
Australian Capital Territory	79.7
Northern Territory	82.4
Australia	75.2

The indicator has acceptable (less than 25 per cent) relative standard errors (RSEs).

Coherence This is the fifth time the survey has been conducted in this form. Previous surveys were conducted in 2005, 2007, 2009 and 2011.. Data from the previous four surveys have been revised to ensure comparability with the 2013 survey

Accessibility Results of the survey are available free of charge on NCVER's website at: www.ncver.edu.au/statistic/21066.html. Requests for more detailed statistical information or further information about the Survey of Employers' Use and Views of the VET System can be made to:

NCVER on (08) 8230 8400 or surveys_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at [www.ncver.edu.au/statistic/21075.html]

Interpretability To aid interpretation of the data, information on the Survey of Employers' Use and Views of the VET System is available on the NCVER website.

The survey uses the Australian and New Zealand Standard Industry Classification (ANZSIC)

Data Gaps/Issues Analysis

Key data gaps/ issues

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

- Biennial data are available from the Survey of Employer Use and Views (SEUV). The most recent data are for 2013. Data from 2011, 2009, 2007 and 2005 are available in this report.
- Data are of acceptable accuracy at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line, and on request.
- Improvements have been made to the weighting methodology applied to responses to the Survey of Employer Use and Views of the VET system (see Employer's use and views of the VET system, 2013: improved weighting methodology <<http://www.ncver.edu.au/publications/2675.html>>). Results for the 2013 survey are obtained using this improved methodology, which has been applied to data from previous years to maintain the time series. For the latest data, including updated time series, please visit the NCVER website, www.ncver.edu.au>.